

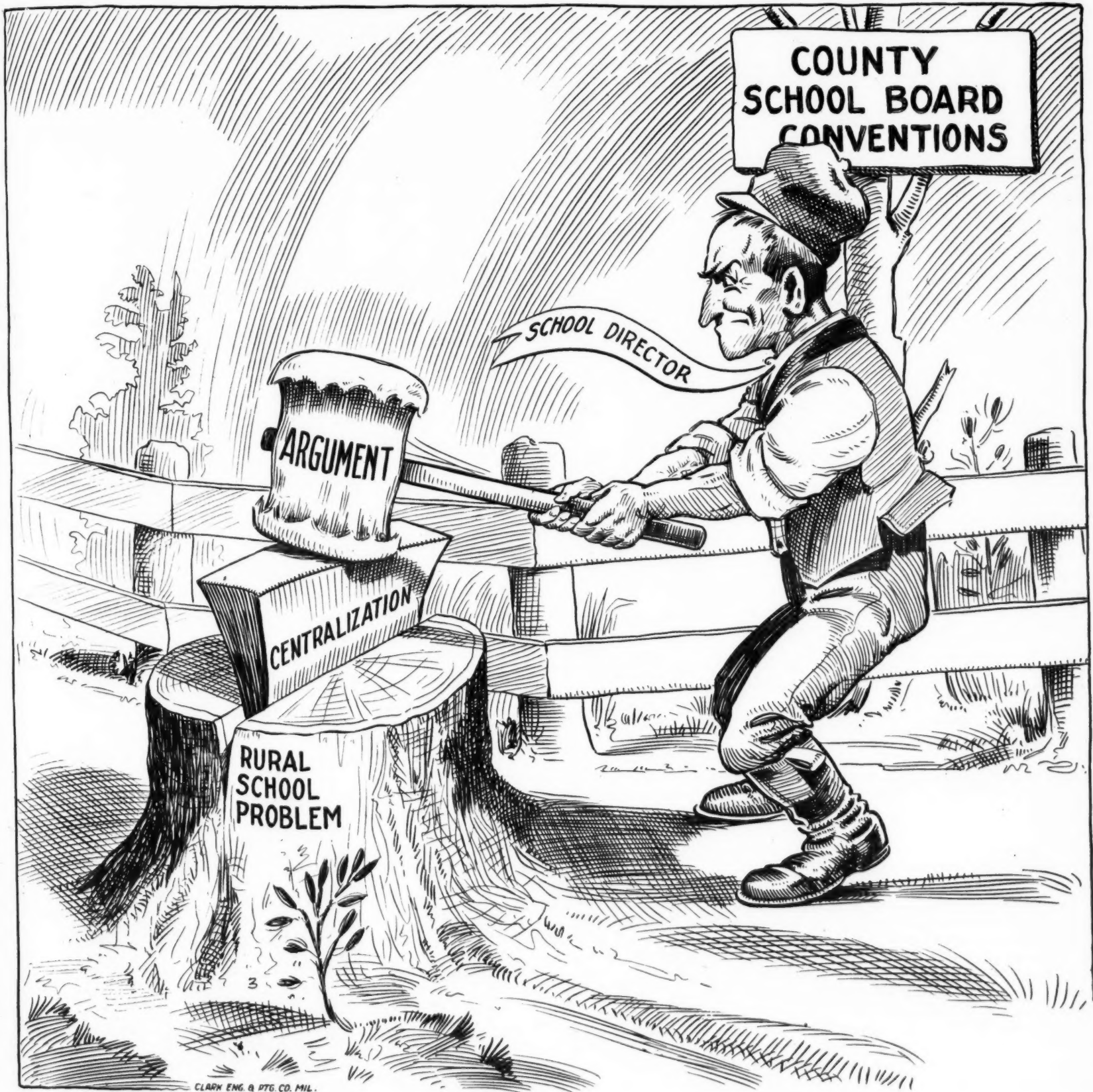
School Board Journal

This Journal was founded 1890 by WILLIAM GEORGE BRUCE

VOL. XXXII, No. 3

MILWAUKEE — NEW YORK, MARCH, 1906

SUBSCRIPTION PRICE
\$1.00 PER YEAR



THE ENTERING WEDGE.

The County School Board Conventions inaugurated in Pennsylvania, Wisconsin and other states are now doing more to solve the rural school problem than any other agency.



RECENT DECISIONS.

Iowa school boards may forbid pupils to participate in football games under pain of suspension, according to a recent decision of the supreme court. The school board at Marion, Iowa, suspended a high school student, because he took part in a football game after the board had passed a resolution against that form of sport. The young man appealed to the district court for a mandamus to compel the board of education to reinstate him, but the district court decided against him and now the supreme court has held that the rule against football was within the province of the school board.

The far-reaching effect of the decision of the supreme court is more apparent from the statement that the young man in question was suspended for playing in a game at other than school grounds on a Saturday. It was contended in his behalf that he was not subject to the jurisdiction of the school board, not playing on school grounds nor on a school day. The supreme court in its opinion, written by Chief Justice McClain, held however, that the proper power of the board with reference to the encouragement or discouragement of playing football by the pupils of the school is not limited by the high school grounds or the time of the game. "We have no doubt as to the power of the board to determine that it was detrimental to indulge in games of football," says the opinion.

Bowling Green, O. A local judge has rendered a decision relating to the pay of teachers for attending the annual institute. It is in effect that in order to receive pay for institute attendance, teachers must have attended the institute during the time the school was in session. Attendance at the institutes held during vacation time cannot legally be paid for.

Minnesota. The state supreme court recently held that all excuses from attendance at school must be given by the boards of education to the truant officers. The excuses of parents are of no value. The board must examine all cases of non-attendance and judge whether or not the child is to be excused.

Topeka, Kan. The supreme court of the state has recently rendered two decisions of interest relating to the separation of negro and white children in the schools. In the first case the court held that the law allowing cities of the first class to maintain separate high schools is valid.

The decision is of considerable importance to the people of the state. It means that a special bill for a county concerning high schools or any other schools is valid. The general school law does not provide for separate schools, and states that no special legislation law be enacted unless there is some special cause for it. In the present instance a white boy living in Kansas City, and attending the high school, had been killed by a negro boy and it was feared that more trouble would result in the school. A petition signed by 25,000 people was prepared and presented to the state legislature asking that the special bill be passed.

In the second suit it was decided that cities of the second class have no right to separate negroes from white children in the absence of a statute explicitly granting such power. The action was brought about by a negro citizen of Coffeyville, who demanded that his daughter be admitted to the same school room as white children although a separate room was provided for

the negroes. Mandamus proceedings were brought to compel the school authorities to admit the little girl.

LEGAL.

Alma, Kansas. "Parents are responsible for the conduct of their children at school unless they notify the truancy officer in writing that the children are beyond their control." This, in substance, is a decision handed down by the state superintendent. It seems that a certain school boy became unruly and damaged some property at the school house. The board asked the father of the boy to make good the damage. He refused, claiming that when the boy was at school he was under the jurisdiction of the school officers. The state superintendent says this doesn't relieve the parent; that he is responsible for any damage done to school property by his child unless he has given the truancy officer notice in writing that the boy is beyond his control and turns him over to the officer.

New York City. The constitutionality of the new teachers' pension law has been declared in an opinion of the corporation counsel given to the board of education. The only point at issue was that clause of the law which provides that each member of the teaching force shall pay 1 per cent of his or her salary into the pension fund.

The clause was incorporated in the law at the request of many of the teachers in order to relieve sick teachers from the necessity of supporting the fund. Originally the fund was made up from the reductions made from the wages of teachers who were absent on account of sickness or for other reasons. When the new law with the 1 per cent deduction clause went into effect, other teachers doubted its constitutionality and threatened litigation.

Before making any deductions, the board determined to submit the law to the city attorney for an opinion.

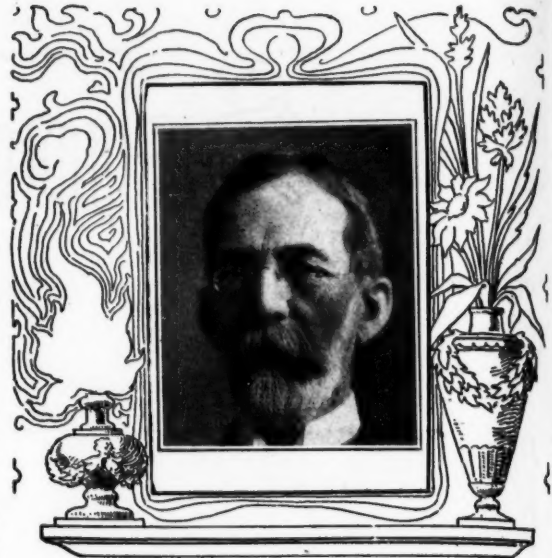
Waynesboro, Pa. Mandamus proceedings have been threatened against the board of education for refusing to enforce the vaccination laws of the state. The board permitted children to enter the schools without a certificate in spite of the protests of the state health authorities.

Council Bluffs, Ia. A local judge recently dismissed an application for a writ of mandamus asked for by one Fremont Benjamin, in a case affecting the right of the school board, city superintendent and high school principal to prescribe rules for the government of pupils. Benjamin's son refused to stay at school during the noon intermission of half an hour when instructed to do so. He was thereupon suspended until he would promise to obey the regulations. He had lost credits at school while absent and the school authorities, as a matter of discipline, would not permit him to make them up by extra recitation. The judge held that the rules in force were reasonable and that the student's disobedience subjected him to whatever penalty the school officials prescribed.

Ohio. A suit has been filed in the supreme court to test the constitutionality of the state law which requires school districts to furnish conveyances to children who reside more than two miles from the schoolhouse. The case was appealed from the circuit court of Putnam county by the Vaughnsvill school district.

Kansas. State Superintendent Dayhoff recently rendered an official opinion that a teacher cannot cancel a contract at will, simply to get married or for some other equally frivolous reason. She must complete her term or otherwise she will be liable for damages. On the other hand, a school board cannot dismiss a teacher without giving an adequate hearing of the charges preferred against her.

Little Rock, Ark. The law passed by the last legislature giving the special district of Little



HON. JOSEPH PACKARD
President School Board, Baltimore, Md.

Rock power to issue bonds to erect a high school was recently held valid. The suit was entered at the instigation of the bankers of the city who have undertaken to float the bonds. At a later date the case will be appealed to the supreme court to get a decision as to the validity of the law as a precautionary measure for the bondholders.

Baltimore, Md. The city solicitor has rendered an opinion that the school board has the right under the charter to regulate the salaries of teachers. The sum of \$78,000 was appropriated last year by the Board of Estimate for increasing the salaries of the teachers who had reached the maximum. The school board, however, required all teachers who wished to take advantage of the extra compensation to pass a promotional examination. The result was that about one hundred teachers failed to receive the increase and the city comptroller threatened to hold up the pay rolls. It was argued that the Board of Estimate had intended the extra appropriation for all the teachers and that the school had no right to make any conditions.

The Michigan compulsory education law has added 50,000 children to the enrollment within a year.

A recent measure brought before the state legislature of Mississippi provides for an appropriation of \$200,000 to be used in the building, improvement and repairing of rural schools throughout the state.



Teacher: Johnny's mother has called to see you about the thrashing you gave him.

Principal: Tell her that I will see Johnny once more instead.



The popular is just "a bad" to make it a were omitted just a boy," would mean organism, w Some boys a Which is wh child," what priori theoric cago public conditions, i the necessar life, have be been ascerta tain physical gree and kin

Thus, tak on an averag defects such high and n with the chi ancestors. an average, are defects and posture The "norma in this clas did not exc with fewer supranorma be subnorm

Now it a year old cla growth defe quents ave defects. A sense, is a commits ar committed prison. W rank about children" a physical si tality.

Per Cent.

About 1 par, ment called "nor least 25 p below par noted, in the truant "normal c children, i physical a about 50 per cent. a "subnorma delinquen mentally.

What r defects to extent m ancy and were to t ants and and keep proper ca chance, h

REFORMING TRUANTS AND DELINQUENTS



By Superintendent T. H. MacQueary
of the Chicago Parental School.

The popular idea that a truant or a delinquent is just "a bad boy" has only enough truth in it to make it a dangerous error. If the adjective were omitted and it were said, "The truant is just a boy," the statement would be correct, but would mean little, for "boy" is a very complex organism, which demands scientific analysis. Some boys are "normal," some are "abnormal." Which is which? What constitutes a "normal child," what "an abnormal child?" Putting aside priori theories, thousands of children in the Chicago public schools who live under favorable conditions, i. e., have good parental care and all the necessities and many of the comforts of life, have been examined by experts, and it has been ascertained that these children have certain physical and motor defects varying in degree and kind.

Thus, take the 11 year old class. They have on an average five "growth defects." These are defects such as misshapen head, malformed ears, high and narrow palate, etc., which are born with the child—which he has inherited from his ancestors. In addition, these children have, on an average, about three "motor defects." These are defects of movement, asymmetrical attitudes and postures, due to a defective nervous system. The "normal boy," therefore, would be the boy, in this class, whose growth and motor defects did not exceed the average number. All those with fewer defects would be above normal, or supranormal; all those with more defects would be subnormal.

Now it appears that chronic truants (the 11 year old class), have, on an average, about seven growth defects and six motor defects, and delinquents average about eight growth and motor defects. A delinquent, by the way, in the legal sense, is a boy under 16 or 17 years of age, who commits an offense, such as stealing, which, if committed by an adult, would send him to prison. We see, then, that truants as a class rank about midway between so called "normal children" and "delinquents," looked at from the physical side. The same is true of their mentality.

Per Cent. of Truants Who Are Deficient Mentally.

About 17 or 18 per cent. of truants are below par, mentally, and about 10 per cent. of so-called "normal children" are below par, while at least 25 per cent. of the delinquent class are below par in intelligence. It should be carefully noted, in passing, that 82 per cent. at least of the truant class not only compare favorably with "normal children," but they are equal to these children, i. e., they have, on an average, no more physical and mental defects. In other words, about 50 per cent. of truants are "normal," 32 per cent. are above normal, and 18 per cent. are "subnormal," while a larger proportion of the delinquents are below normal physically and mentally.

What relation have these physical and mental defects to truancy and delinquency? To what extent may they be considered a cause of truancy and crime? In other words, suppose we were to take the 18 per cent. of subnormal truants and put them in a favorable environment and keep them there, where they would receive proper care, instruction, discipline, and a fair chance, how many of them would go to the bad?

Probably not more than 5 per cent!

This means that bad environment and unfavorable home and social conditions are the chief cause of truancy and crime.

If you doubt it go to the Juvenile court a few times and listen to the tales of woe told there and you will be convinced. Of 171 children sent to the Chicago parental school last year, 140, or about 80 per cent., came from homes and neighborhoods where influences unfavorable to school attendance were at work. Parental weakness, indifference, ignorance or neglect, the separation or divorce of the parents, or the death of one of them, a lack of discipline in the home, drunkenness or brutality on the part of one or both of the parents, poverty, bad associates (the gang), low dives and cheap theaters, the alley, with crap shooting, etc., these were the conditions surrounding most of these boys, and we were simply amazed that they attended school at all, or were as good as they were.

Where the parents were well-to-do (and a considerable number were), a lack of discipline in the home was apparent. The parents "coddled" their boys and condemned the principals and teachers. Perhaps the father was away from home all day at work, or was out of the city for days and weeks at a time and the mother could not manage the boy, and he got in with some other boy or boys and did as he pleased. In other cases, it was clearly ignorance and indifference on the part of the parents. They had no education themselves and could not appreciate an education for their children, or they were very poor and wanted their boys to sell papers or help in some other way, and so, rather encouraged them to stay away from school, perhaps to do worse things. In many cases there was no mother to look after the children and the father had to work from early morning till late at night, or, worse still, the father had deserted the family or was dead, and the mother had to go out to work by the day or week, and so the children were left to shift for themselves.

Methods for Correction.

Is it any wonder that they ran the streets and got into all sorts of trouble? Here is the root of the difficulty—bad environment, unfavorable home and social conditions, and not until these are changed will truancy and delinquency be stamped out. In the case of the truants, who have just entered upon "the broad way" but have not formed habits of wrongdoing, a temporary change of environment and a vigorous uplift will be sufficient to reverse their course, and this is where the parental school can do its work. In the case of delinquents, they need longer care in an institution, such as the St. Charles school, where they may learn a trade or agriculture, and then go out into new and better surroundings well equipped for the struggle of life.

Since, then, the pupils of the parental school must return to their homes and old environment, the great problem before us is, How may we so strengthen these boys that they may be able to resist the adverse influences they will encounter after leaving us? We aim to do this in three ways: (1) physically, (2) mentally, and (3) morally. Seventy-five per cent. of the boys sent

to the parental school are below par physically. Our first object, therefore, is to build up their physical and nervous condition. We do this by giving them good, wholesome, well cooked food and plenty of it, regular physical exercise in the gymnasium, on the play ground, and in the garden. One hour a day in the manual training shop, one hour in the garden in summer, and a half hour in the horticulture class in winter, a half hour in the gymnasium, three-quarters of an hour in military drill, an hour and a half of well regulated play (divided into three periods), and light manual labor in dining-room, dormitory, and around the buildings—this is what our boys get every day. What is the result?

First: A gain in their physical condition.

Second: Their equipment as self sustaining bread winners.

Third: The improvement of their morals.

PHYSICAL DEVELOPMENT.

It has been stated that there is a decline in the physical condition of children from September to June even in the best built and equipped schools. Prof. S. T. Rowe ascribes these conditions to the following causes:

1. Failure to make proper use of school equipment.
2. Faulty postures in sitting (especially while writing) and in standing and walking (especially while carrying books).
3. Lack of provision for out-of-door play.
4. Lack of freedom from restraint indoors.
5. Methods productive of worry and confusion.
6. Over stimulation due to failure to provide rest periods or proper alternation of the harder and easier work.
7. Failure to adapt method to individuals lacking normal physical development.

He gives the following important suggestions for improving these conditions: Abundant time for free play in the open air winter and summer and in daylight; more short vacations rather than one long vacation; better knowledge of school equipment by teachers; more attention to postures (sitting, standing and writing); plays, games, out-of-door observation; free constructive work; adaptation of the child's instinctive forms of expression; necessity of making important forms of reaction habitual and not merely suggested; essential healthfulness of clear and definite method and straightforward discipline in avoiding confusion; the reduction to the minimum of sources of worry (such as examinations, tests, marks, rules and regulations, and arbitrariness or nervousness in teachers); provision in the programme for rest periods and alternation of work; preparation of teachers to detect symptoms of eye and ear defect, spinal curvature or indications of disease, to test where it is desirable, and to adapt method to such physical defects as cannot be removed; and, finally, positive gymnastic exercises.

Ravenna, Ohio. The board of education has passed a resolution that all graduates of the schools must wear caps and gowns furnished by the board. The object is to eliminate dress rivalry and place the graduates on commencement equality.

The So-Called Fads in Education

By Hon. J. P. Hess, President Board of Education, Council Bluffs, Iowa.

One of the most common complaints made by school patrons, and one to which members of school boards must listen most frequently, is of the presence of fads in the public schools. The term "fad" is unfortunate, for by it a variety of things may be meant. What are most commonly included under the term are music, drawing, physical culture, manual training, kindergartens and cooking. Persons who complain give a variety of reasons for the removal of what they are pleased to term fads, from the public school curriculum. Most common among these are, first, the added expense; second, taking the time and attention of the child from fundamental branches of learning, i. e., reading, writing and arithmetic, the "three R's," and third, the sufficiency of the aforementioned fundamental branches for the pupil's welfare and happiness. Let us give some attention to an inquiry as to what these charges amount to.

The Cost.

The cost, of course, varies with each special subject in each school district, but I will use the schools of Council Bluffs for an example, as I suppose our experience is very near the average. Unfortunately, we have no manual training or cooking in our schools so that I cannot cite any experience in regard to them. With reference to the others, however, all but the kindergartens require no additional expense save the employment of special teachers at from \$800 to \$1,000 per year—a very modest outlay for the instruction of five thousand pupils. A kindergarten requires a room and a teacher in each building where it is used. This, of course, entails no greater expense than a graded school room.

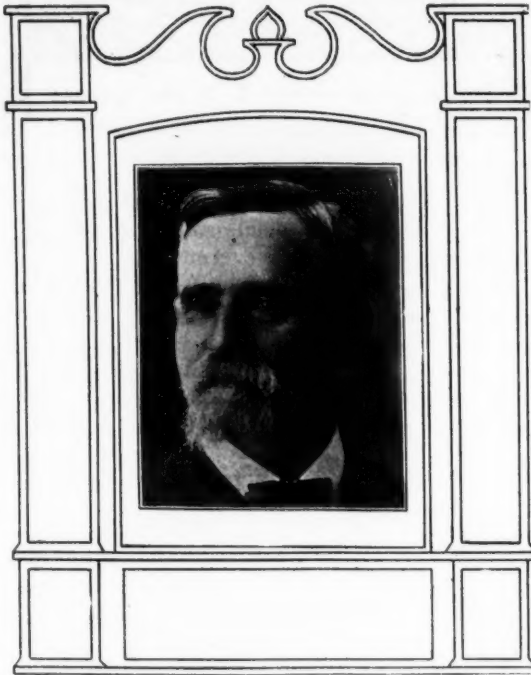
The expense is, therefore, most reasonable. If a thing is worth having it is worth paying for, and we should know the futility of trying to get something for nothing. The expense made necessary by the teaching of the newer branches is less than that incurred in teaching the old and it is manifestly unfair to urge against them.

Can the Pupil Spare the Time?

The pupil can spare the time from the other branches, for his work in the old subjects has constantly improved. Ask any superintendent or anyone informed upon the matter and he will tell you that the quality of the work in the ordinary subjects has steadily improved and its scope extended. He will also show you figures and facts to prove it. Perhaps the relaxation afforded by the newer courses of study, or fads has helped the child to do his work in the older ones.

That reminds me of an incident which happened several years ago. Superintendent Clifford introduced, about that time, a new method of teaching geography in our schools. It consists partly in illustrating the lesson by stereopticon views of the various places studied, and has proved very helpful, giving the pupil a better, more usable knowledge of the subject and impressing that knowledge more firmly. One of our school patrons, however, came to me with a complaint directed against the innovation, saying that it made geography too easy for the pupils to learn. He predicted that in a few years the pupils would have nothing to do but sit before a machine which would do all their thinking for them. I could not agree with him, as it seems to me that the easier it is made for us to learn, the more we can learn and the better we can reason from what we know.

Are reading, writing and arithmetic suffi-



cient? To answer this question, we must go back to the fundamental objects of education. Suppose we assume that education is to prepare the child for life after leaving the school. Is life all reading, writing and arithmetic? Let us hope not. Life is some reading, some writing, some arithmetic, and a great deal more than all three put together.

Value of These So-Called Fads.

We cannot, in the schools, give the child everything needed for the battle of life. Some things he must get in the home, from society, from himself and elsewhere, but these new branches of study,—music, drawing, physical culture, manual training, kindergarten, etc., double the equipment we can give the child for his life struggle. Let us see if this is not so.

We react upon the world and the reaction of the world comes to us through our physical senses. No expression is possible except through the medium of sight, hearing, touch or some other of our senses, and any expression is equally dependent. Formerly, education trained the mind alone. It has, however, been found that by training the senses through which the mind gives and receives every impression, the capacity of the mind is doubled because of the increased facility for expression and reception of sensations. It is like giving a woodcutter a sharp axe instead of a dull one. If we fail to improve the senses, the limit of learning is soon reached; but if we develop the capability of receiving and the capacity for utilizing learning along with its retention, the limit is never reached.

And that is just what these new subjects do. Music trains the ear and voice; drawing, the eye and touch; physical culture, the muscles and motor nerves; manual training, the sight, motor and sensory nerves; cooking and sewing do likewise, and the kindergarten is but an elementary course for them all. Now, have we not doubled the equipment for life given by the school? If we make them men and women, who can act as well as think, and think better, it is possible that we have done so, and the expense is but little more.

While visiting the Davenport schools some months ago, I told Superintendent Young that I wished to see some new things in school work. He said, "We have some new things, but under-

stand distinctly, we have no fads." Yet, they had all the subjects I have mentioned except kindergartens and regretted the absence of those. Superintendent Young is right. These subjects are not fads but are necessities just as much as reading, writing and arithmetic, for they, too, are an educating force and are just as potent as the older branches. They will help to give us young men and women who can not only think but act as well.

To me, what seems most like fads, are the various systems of writing, for in our schools we have swung, pendulum-like, from Spencerian to vertical, and are now on a return trip, having adopted a semi-slant. Let us hope, however, that the pendulum will settle down to the dead center of just the right thing and we may be troubled no more by changed systems.

So let us hear no more of fads, but, if a new subject comes up, let us look into it carefully and without prejudice, and if it affords us sufficient benefit, adopt it. We cannot afford to place a ban upon all things new, for we have not yet attained perfection and we need everything that will help us on to better things. If we lack favorable public sentiment, it is our duty to create public sentiment, either for or against, as investigation and experiment show to be best. Above all, we cannot afford, in the interests of coming generations, to ignore new things of which we may be greatly in need.

SCHOOL HYGIENE AND SANITATION.

Minneapolis, Minn. The board of education has passed a regulation requiring that the drinking cups in all the public schools be disinfected once a month by boiling in a sal soda solution.

Galveston, Tex. A novel method has been employed to fumigate one of the local schools. Burning sulphur was placed in the air ducts of the furnaces and fires started. All the rooms were closed and fumes which rose with the hot air of the furnace permeated every room. The fumigation was complete.

Painesville, O. The board of education has arranged for water filters for all the schools. The filters will be of stone with an automatic cleaning device.

Reading, Pa. The board of education has created a committee on medical inspection and sanitation. The new body will be charged with the care of the general health of the schools and the enforcement of all laws and rules relating to infectious and contagious diseases. It will investigate all unhealthful and unsanitary conditions and will recommend remedies to the board. It will be empowered to supervise the physical examination of applicants for positions as teachers and will pass upon the health certificates of teachers.

Eau Claire, Wis. The school board has engaged in a campaign against tuberculosis. It is the intention to issue several thousand circulars on means of warding off the dread disease. The circulars will be given to the teachers to be distributed by them among the pupils of the public schools.

Racine, Wis. It is planned by the board of education to conduct a systematic examination of the eyes and ears of public school pupils. Cards and other matter will be distributed among teachers and a full report will be required. A special fund is favored to aid those defective children whose parents are unable, owing to poor circumstances, to afford their children treatment.

Reso

The comm
ment of Su
ing report d
ville:

Resolved
are hereby
Mark, the l
thereof, for
quate arrang
ing; to the
efforts to m
to the press
given to the
zens and to
ville schools
our member
the member
rates; to th
department
for our me

Resolved
the bill m
franking p
ments, cov
official doc
same.

Resolved
educational
quires spe
attention
We, theref
of this dep
the duties
tration, m
tion.

Resolve
accord wi
Hon. Jam
the Unite
teaching
spectfully
patriation
enable hi
present co
struction
countries

Resolv
cessful to
public se
for this v
to give s
mentary
mestic s

Resolv
Schools
properly
ment of
and mar
adoption
that bod
States f

Resol
casion t
now bei
to comb
youth o
found i
recent c
ngton a
State o
tions a
enforce
these fi
heartfe
commo
tions th
the pul
or abol

Resolutions Adopted by the Department of Superintendence

The committee on resolutions of the Department of Superintendence presented the following report during the recent meeting at Louisville:

Resolved, That the thanks of the department are hereby tendered to Superintendent E. H. Mark, the local committee and the subcommittee thereof, for their untiring efforts to secure adequate arrangements for the success of this meeting; to the Affiliated Women's Clubs for their efforts to make our stay in Louisville pleasant; to the press of Louisville for the prominence given to the reports of our meetings; to the citizens and to the teachers and pupils of the Louisville schools for the generous reception given to our members; to the railroads who have treated the membership generously in the matter of rates; to the president and other members of the department for the excellent program prepared for our meeting.

Resolved, That this department approves of the bill now before Congress extending the franking privilege to State Educational Departments, covering the mailing of reports and other official documents, and urges the passage of the same.

Resolved, That we believe that the interest of educational progress and of this department requires specialization with its resultant definite attention to particular problems and conditions. We, therefore, recommend that the programmes of this department be devoted to a discussion of the duties and responsibilities of school administration, management, supervision and organization.

Resolved, That this department is in hearty accord with that part of the recent report of the Hon. James Wilson, Secretary of Agriculture of the United States, in which he encourages the teaching of elementary agriculture, and we respectfully request Congress to grant the appropriation of \$13,620 which he has asked for to enable him to investigate and report upon the present condition and progress of agricultural instruction and institutions in this and foreign countries.

Resolved, That since it is essential to the successful teaching of industrial subjects in the public schools that teachers shall first be trained for this work, we urge the State Normal Schools to give special attention to instruction in elementary agriculture, manual training and domestic science.

Resolved, That in order to enable the Normal Schools to meet the extraordinary expense of properly equipping themselves for the advancement of instruction in elementary agriculture and manual training we urge upon Congress the adoption of the Burkett-Pollard Bill now before that body making appropriation to the several States for that purpose.

Resolved, That this department takes this occasion to express its sympathy with the efforts now being made in various parts of our country to combat the pernicious influence upon our youth of the fraternities and sororities now found in some of our secondary schools. The recent decision of the Superior Court of Washington assuring the Boards of Education of that State of their right to fix reasonable regulations and to attach reasonable penalties to enforce the regulations necessary to control these fraternities and sororities, is the cause of heartfelt congratulation to all friends of the common schools. These undemocratic organizations threaten to change the entire character of the public high school and must be controlled or abolished.

Resolved, That the efforts made by many communities of our country to secure more adequate salaries for the teachers in the public schools give great hope for their increased efficiency in the future. We wish also to express the belief that the efforts now made by many of our cities to discriminate in schedules of salaries between the more and the less efficient teacher, and to recognize efficiency as well as time in fixing the position of the teacher on the schedule is a distinct recognition that the child, as well as the teacher, is entitled to consideration in fixing the position of a teacher upon the salary schedule.

The report was signed by Supt. E. G. Cooley, chairman; Supt. Chas. S. Foos, State Supt. Thos. J. Kirk, Supt. J. W. Schwartz, State Supt. John H. Hinemon, Supt. C. F. Carroll, State Supt. J. S. McBrien.

Officers Elected.

The following officers were elected by the department:

President—Hon. W. W. Stetson, State Superintendent of Public Instruction, Augusta, Me.

First Vice President—Homer H. Seerley, President Iowa State Normal School, Cedar Rapids, Ia.

Second Vice President—R. H. Tighe, Superintendent of Schools, Asheville, N. C.

Secretary—J. H. Harris, Superintendent of Schools, Pontiac, Mich.

COMPULSORY SCHOOL LAWS AND THEIR ENFORCEMENT.

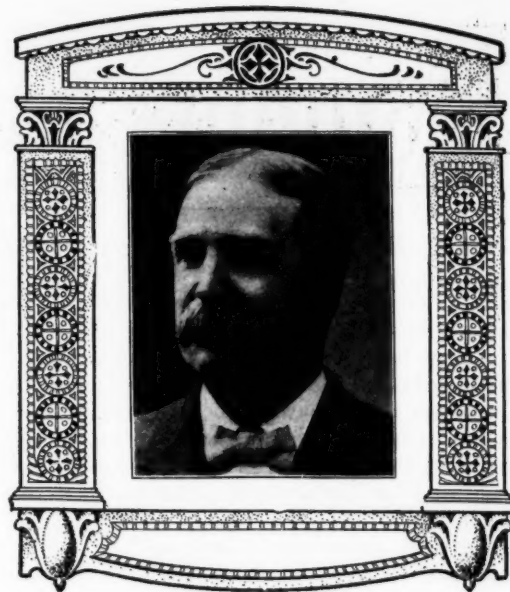
By E. C. Bement, President School Board, Lansing, Mich.

"When children are not sent to school under good schoolmasters, they grow up to be wicked, blasphemous gamblers and drunkards; for the beginning, the middle and the end of a good life is a good education." Such was the utterance of the German, Sebastian Brant, at the end of the fifteenth century, when the modern world had but just awakened out of the long sleep of the middle ages to the new life of learning and education. That idea has certainly been the basis of all attempts at popular education from that day to this.

Modern states are judged as to their progress and standing among the nations by the percentage of illiteracy, and any increase in that percentage is a direct criticism of the educational system of the state showing it, and the decrease of that illiteracy is equally emphatic evidence of the thoroughness of a state's educational system.

This has, at least, been the attitude of students of sociology and political economy up to the present time. But there has come an awakening suspicion on the part of educators that perhaps percentages of illiteracy may not tell the whole story of the value of a state's educational system, and that the distance from illiteracy may be almost as important an element in the problem as bare literacy. This has led the state to extend the limits of its power over the child as to the time within which it shall receive state education and the amount of that education as measured by school years of a certain specified length.

This has come not only because the state increasingly recognized the importance of education of an advanced type for every citizen, but because social conditions were undergoing changes that altered the state's relations to its citizens. Whereas in times past, education dealt largely with rural communities or small urban populations who were themselves the prime movers in educational matters, now it must deal with large urban populations living under less healthy moral and physical conditions and more



SUPT. W. W. STETSON
Augusta, Me.

Elected President of the Department of Superintendence at Louisville, Feb. 28.

dependent upon every day's labor for their poverty or well being; with large foreign populations who must be taught not only our language but our laws and views of life; with the feeling on the part of certain elements of our population that the welfare of their children demanded that they should be educated primarily in matters of religion, a phase of education which our public school system necessarily must omit; these and other reasons arising from our becoming manufacturing communities, and the complexities of our advancing civilization, have brought about a demand for more stringent laws for the compulsory education of the children of the state, and the more thorough and efficient enforcement of these laws.

Three Leading Elements.

There are three elements that come into play in the carrying out of compulsory school laws: the representatives of the law, the child who comes under that law, and the parents of that child. Although in the cities it has been fairly easy to have the truant officer carry out the duties of his position and be free from favoritism in its enforcement, in the country district, under the old law, it has been almost impossible to efficiently carry out the law as against the neighbors and friends of the executor of the law. Removing the truant officer from the embarrassment of dependence on his neighborhood and making him a county official will enable him to act independently of strictly local influences, and carry out the law as it is intended to be carried out.

In cities the efficiency of the system will depend upon the character of the superintendent and the efficiency of the truant officer. My own experience is that the truant officer in the smaller cities tends to become errand boy to the superintendent and handy man for the Board of Education to the detriment of his proper work as truant officer. However, this tendency should be largely overcome by the efficiency demanded in keeping up the percentage of school attendance, a letting down in which immediately reflects upon both the superintendent and the truant officer.

The second element in the compulsory education law is the child. The stupid and the vicious are the ones that make the most trouble to the truant officer, and both of these classes deserve our careful consideration. The stupid child leaves school because of lack of interest and lack of ability to gain that interest. Those of us who are interested in manual training believe it will go a great way towards holding in the schools those children who have no interest in text book learning, but may be interested in the art of doing things.

Concluded on page 24.

Among Superintendents

"In the nature of the case," says Superintendent Edward M. Van Cleve of Steubenville, Ohio, in his annual report, "the superintendent of schools in a small city has a complex problem. He must be a business manager and so advise the board of education that the funds appropriated from the taxpayers' pockets shall be spent as far as he is concerned so that the children shall get the most good from the expenditure; he must keep himself well informed in regard to educational policies and keep the schools progressive; he must have a keen scent to discover good talent out of which to provide a teaching force and to eliminate from the body of teachers the inefficient, the incompetent, the unprogressive, the harmful; he must see that the educational system works without friction. A single day's record of his life will exhibit his activities in each of these several lines and will discover to the uninitiated that the enjoyment of leisure is not his principal occupation."

Terre Haute, Ind. After a connection with the public schools for forty-one years, Superintendent W. H. Wiley has tendered his resignation as superintendent. Mr. Wiley has been an active and progressive educator of Terre Haute and his retirement from school affairs will be a severe loss. He was for four years a principal of the high school and has held the position of superintendent of city schools for a period extending over thirty-seven years.

Milbank, S. D. State Superintendent of Instruction M. M. Ramer has announced the committee he was authorized to create to carry out the plan advocated by himself for moral and ethical instruction in the state public schools. It will select a textbook for the purpose or create one if necessary. The movement is so popular throughout the state that the result will be watched with interest, and whatever course of instruction is chosen it will be given a thorough test. The committee is strong, and its members are so distributed that there is no possibility of denominational friction. South Dakota is the first state in the union to seriously take up the work of introducing a course of moral training in the public schools.

Cleveland, Ohio. Stratton D. Brooks, superintendent of schools, is about to try a novel experiment. Old examination papers will be looked up and given to the pupils of the various schools as a test. A comparison will then be made with the old and present results to ascertain how much superior to former students are those of the present day.

Superintendent Cooley, of Chicago, takes a vigorous part in opposing married women for teachers. These are among his reasons:

"Their work in the school is secondary to their work at home.

"Their thoughts are on servants and their own children, not their pupils.

"They seek the making of salaries, not students.

"They lose all enthusiasm for their work.

"They are often absent from school, forcing the employment of a substitute and demoralizing discipline.

"Ambitious and capable substitute teachers are kept back from enlistment in the regular teaching force, which they deserve."

Chicago, Ill. The segregation of the sexes is to be tried in one of the large high schools. The mid year class has been divided into three sections, one composed of boys, a second of girls and a third of both sexes. At the end of the

year a comparison of the work accomplished will be made.

Superintendent W. E. Hicks of Fargo, North Dakota, has been elected assistant superintendent of the public schools at Cleveland, Ohio.

Topeka, Kan. The board of education has re-elected Supt. L. D. Whittemore and increased his salary from \$2,400 to \$2,700 per annum. The increase will take effect next August.

Peoria, Ill. The auditors who have been examining the accounts of N. C. Dougherty have made a report to the board of education. During the past seven years, covered by the report, defalcations amounting to more than \$500,000 have been uncovered. It has been found, also, that the bank of which Dougherty was head is responsible for much of the forged script. It is likely that legal steps will be taken to recover whatever may be due the board.

Frank O. Draper has been elected superintendent of schools of Providence, R. I. Mr. Draper is a native of Providence and was for several years superintendent at Hyde Park, Mass.

W. H. Gardner was re-elected superintendent of Fremont, Nebraska, and his salary raised to \$1,600.

Harry K. Strickland is the new superintendent of East Baton Rouge Parish, La., with a salary of \$1,500.

Superintendent Dewitt Elwood, of Charleston, Ill., is the new president of the Eastern Illinois Teachers' association.

St. Paul, Minn. State Superintendent J. W. Olsen has prepared a table showing the amount of special state aid received by the schools in each county, the total amount given to the county schools by the state, the enrollment in the public schools, and the total amount of tax raised by the counties for school purposes. The table is interesting especially in the wide divergence in the proportion between state aid and the taxes raised by the county for schools.

The school board of Lorain, Ohio, has made provision to have the school janitors given police powers.

FRATERNITIES AND ATHLETICS.

In a bulletin recently issued by the state superintendent of Indiana, Fassett A. Cotton, he gives his views upon fraternities and athletics in general. Mr. Cotton says in part:

"The tendency on the part of the high schools to ape college life is to be discouraged always, for the reason that most frequently the least desirable phases are copied. Secret societies have no place in the high school and should not be tolerated. Class yells and class colors and excessive class spirits are very frequently breeders of rowdiness.

"It is not the intention at all to convey the impression that there is to be no fun or joy in the high school. On the contrary, every day should be full of joy and cheer, but it should be joy and cheer that comes with doing good work and living for something that is worth while. Class 'scraps,' hazing and rowdiness are neither humorous nor conducive to real manhood and womanhood.

"Athletic work has assumed a place in the school world that is simply out of all proportion to the merits. It has taken possession of our colleges and universities to such an extent that in the student world an institution is judged by its athletics. However, there is a tendency just at present on the part of some colleges and universities to throw off the yoke. This intense

athletic spirit has taken hold of some of our high schools and in some instances seems to be the dominant force.

"However, every high school should be equipped with a good gymnasium and the boys and girls should have constant systematic training in physical culture. This training should be supplemented with play. Interclass games can be made healthful and helpful sport and can be kept secondary to the real purpose of school life."

Discussing the purpose served by the high school and what it does for the people the bulletin runs:

"It is the people's college and tries to do the best thing for the boys and girls, whether or not they are to go to college. It tries to make the student all he can be—to give him the greatest power he can take on in that time. It tries to give him as complete control of himself as possible, and in doing this prepares him best for life or college. In the high school we need manly men and womanly women capable of teaching high ideals by their very presence.

"Mere graduation from a college is by no means conclusive evidence of fitness to teach in the high school. However, every teacher in the high school should have the scholarship of a college graduate."

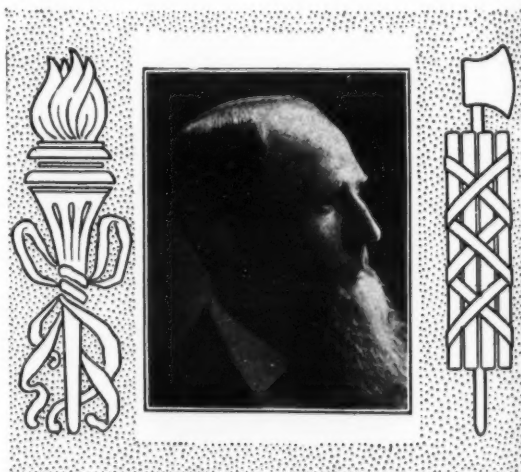
Philadelphia Short of Teachers.

Philadelphia, Pa. It is stated that there is and has been for the last two years a drought of efficient teachers.

This condition of affairs is ascribed to various reasons, one being the comparatively low salaries paid and another to the virtual prohibition placed upon teachers from normal schools outside of Philadelphia.

An old school law, enacted when there were more applicants than positions in the public schools of the city, provided that permanent teachers' certificates be given to all graduates of the Philadelphia Normal Schools, without further examination than is required for their diplomas, and also that all graduates of any other normal school, no matter how high their standing or how large and satisfactory their experience, be subject to an examination in this city before they are allowed to teach in a public school here.

This examination, from which Philadelphia Normal students are exempt, is so difficult, it is said, as to effectually keep out nearly all applicants from outside the city, and not only this, but the examinations are held in term time, when a teacher must miss at least a week of her year's work in her own schools, must explain her absence, and must create a prejudice which frequently leads to her dismissal, on the ground that she is "looking for a position somewhere else."



SUPT. W. H. WILEY
Terre Haute, Ind.

Recently resigned after thirty-seven years of continuous service as Superintendent

Fort Scott, school board month from aroused indignation schools and parents of so to refuse to p suspended fr expect to po and take the settlement.

President of education osition. He t or about the and improve have free bo

The Kansas accepted the instead of go posits of sch cent. instead

The school a resolution ers should re ular teachers

Washington has discont meetings in sessions oper

Burlington tor over 40 p high school mulgated to hold a schoo ganization,

St. Louis, turned down Society to public schoo importance of the board is a proper of the city

Gallipolis school pupi of education

Boston, M city fire com are without the Boston stated that fire escapes has never b ings and th the building were simpl men in ge

Youngsto abolished t

Dr. Edw of the Lou succeed A.

State Su sota has in Lake, Minn foreign st with the p

Supt. Fo education t made Germ grades, fr states that children st asks if th quire the grades.

Among Boards of Education

Fort Scott, Kan. The determination of the school board to collect a tuition fee of \$1 per month from all the high school students has aroused indignation among the patrons of the schools and is likely to cause litigation. The parents of some of the pupils have determined to refuse to pay, even though their children are suspended from the school. A greater number expect to pool their interests, pay under protest and take the case to the supreme court for settlement.

President Orth, of the Cleveland, O., board of education opposes the free school book proposition. He says it would cost \$300,000 yearly, or about the amount needed for new buildings and improvement of old ones. The poor already have free books.

The Kansas City, Mo., board of education has accepted the offer of a bank to furnish school instead of government bonds as security for deposits of school children, and to pay three per cent. instead of two per cent., as heretofore.

The school board of Milan, Ohio, has adopted a resolution to the effect that substitute teachers should receive the same pay allowed to regular teachers.

Washington, D. C. The board of education has discontinued the practise of holding its meetings in secret and will hereafter hold its sessions open to the press and the public.

Burlington, Vt. According to a local educator over 40 per cent. of the male students in the high school use tobacco. A rule has been promulgated that no pupil who uses tobacco can hold a school office or be a member of any organization, including athletic and social clubs.

St. Louis, Mo. The board of education has turned down a request of the St. Louis Medical Society to provide medical inspection of the public schools. While recognizing the value and importance of medical inspection the committee of the board expressed the opinion that the work is a proper function of the health department of the city and not of the school department.

Gallipolis, O. The savings bank system for school pupils has been introduced by the board of education.

Boston, Mass. According to a report of the city fire commissioner 75 public school buildings are without fire escapes. R. Clipston Sturgis of the Boston School House Commission recently stated that the commission did not believe in fire escapes as a means for saving life. There has never been a fire in any of the school buildings and the fire drill is relied upon to empty the buildings. The fire escapes, he believed, were simply to facilitate the efforts of the firemen in getting hose into the buildings.

Youngstown, O. The board of education has abolished the office of school director.

Dr. Edward J. Buechel was elected president of the Louisville, Ky., board of education, to succeed A. H. Brachey, resigned.

State Superintendent J. M. Olsen of Minnesota has informed Supt. G. A. Foster, Mountain Lake, Minn., that making German or any other foreign study compulsory is not in harmony with the policy of the state.

Supt. Foster wrote to the state department of education that the school board of his town had made German part of the regular course, in all grades, from the primary to the eighth. He states that many of the parents object to their children studying German in the grades, and he asks if the school directors have a right to require the study of any foreign language in the grades.

Supt. Olsen replied that the law which provides for independent school districts prescribes the fixing of the courses as one of the powers of the school board. He says while it may be true that under this general grant of power the board in independent districts may designate German as one of the branches of study, he does not believe it is in harmony with the public school policy to compel every pupil from the primary to the eighth grade to study German or any other foreign language.

The purpose of public schools, Supt. Olsen says, is to give a thorough training in the common or elementary branches, and in the first place to make provision for a thorough training in the English language, and a development of the ability to read, write and speak it correctly and freely.

Bellevue, O. The board of education for Gorton township has decided to consolidate all of the schools under its care and erect a six room building in the center of the township. Four grade teachers and a high school teacher will be employed and the district schools will be abandoned.

Duluth, Minn. It has been decided by the board of education to appropriate \$250 for the establishing of a lunch room in the high school. A lunch room is declared to be a necessity.

Port Clinton, Ohio. At a late meeting of the board of education it was decided to do away with the usual essays and papers on commencement day. A noted educator or speaker will deliver an address and there will be a number of vocal and instrumental selections. It is also the expressed opinion of the board that caps and gowns shall take the place of the usual fanciful raiment worn at graduation. The first idea is in favor of the too bashful student and the second will relieve many families of ordinary means from going to a needless expense.

Detroit, Mich. An appropriation of \$12,000 has been asked of the board of estimate for the maintenance of the night schools during the ensuing year. The night schools are now in session from 55 to 60 nights and the intention is to prolong this period to 100 nights. Last year the amount requested for holding night schools was \$6,000, but the gradual expansion from simple instruction to advanced work and the increased enrollment necessitate a much larger sum.

Belleville, Mo. The board of education recently issued an order, which was read to the pupils in the public schools, prohibiting the use or carrying of tobacco in any form. The penalty is suspension.

The school board of Rochester, N. Y., has been asked by various religious bodies to make a rule against dancing in the public school buildings.

ELEVATING COMMERCIAL SCHOOLS.

The movement to strengthen and elevate the business college interests of the country at large has taken definite form in the organization of the American Commercial Schools Institution of Washington, D. C.

The organization is headed by the following list of officials: President, Dr. H. M. Rowe, Baltimore, Md.; vice president, Robert C. Spencer, Milwaukee, Wis.

The management has sent out the following communication:

The American Commercial Schools Institution is conducting a four years' course of study for the purpose of conferring collegiate degrees

upon teachers who successfully complete the course. The faculty is composed of representative men from the leading universities of the country, who are specialists in their subjects. This is the first big step which the American Institution is taking towards the position of advanced education for the commercial schools of America, and is now open to the reception of correspondence from all inquiring teachers and educators who may desire to avail themselves of the Institution's generous offer. Requirements for the course of study and the outline of its features is herewith given:

Four Years' Graduate Course of Study.

Admission. Admission to the regular graduate course requires the completion of the usual English high school course, or its equivalent, and the completion of the ordinary commercial branches, such as bookkeeping, commercial arithmetic, commercial law, correspondence, spelling and penmanship. A preparatory course is provided which permits candidates to make up deficiencies.

Examinations. Candidates for admission to the course, who do not hold certificates of graduation or diplomas from accredited schools, will be required to satisfactorily pass examinations before admission.

Requirements for Graduation. Candidates for the bachelor's degree must complete the equivalent of sixteen full year studies. Each study will be assigned credits in proportion to its importance and the time given to its consideration in the course.

Course. The course is divided into groups under eight headings as follows: Education, Business Technique, Language, History, Economics, Mathematics, Geography, Law and Government. Studies in one or more of these groups must be maintained continuously without serious interruption by all candidates for graduation.

Studies in Groups.

1. Education: Philosophy of Education, History of Education and Psychology, Pedagogy and School Administration, Special Studies in Psychology as applied in teaching commercial branches.

2. Business Technique: Accounting, Organization and Auditing, Business Methods, and Business Administration in commercial and industrial pursuits.

3. Language: Rhetoric and Composition, Commercial Correspondence, Advertising and Trade Literature, Commercial English and Composition, German, French or Spanish.

4. History: Mediaeval, Modern and American Economic History, History of Commerce and Industry, Financial History of the United States, and of principal foreign countries.

5. Economics: Principles of Political Economy, The Economics of Production, Economics as applied to local and foreign commerce and industry, Relations of Government and Commerce, Finance, and Money and Banking.

6. Mathematics: Advanced Commercial Arithmetic, Applied Arithmetic in Problems of Finance, Business Organization, etc., Insurance, Sinking Funds, Refunding of Loans, Reorganization of Corporations, etc.

7. Geography: Commercial Geography, Commercial Products, Economic Geography of North America, Economic Geography of England, Germany and France, Foreign and Domestic Commerce of the United States, Industries and Resources of the United States, Methods of Distribution and Transportation.

Law and Government: Commercial Law, Constitutional, Administrative and International Law, Civil Government, etc.

All correspondence regarding the collegiate degrees or other features of the American Institution may be addressed to the Dean, Washington, D. C.

THE AMERICAN School Board Journal

DEVOTED TO

School Boards, School Officials and Teachers

WM. GEO. BRUCE - Editor and Publisher

MILWAUKEE OFFICE - Montgomery Building
Entered as second class mail matter in the Postoffice at
Milwaukee, Wis.NEW YORK OFFICE - 27 East 21st Street
W. J. LAKE, EASTERN MANAGER

ISSUED MONTHLY - SUBSCRIPTION, \$1.00 A YEAR

THE LOUISVILLE MEETING.

As large as any in the history of the Department of Superintendence; a good program of topics for consideration; good speakers to present those topics; good weather.

It did not make much difference if Monday night did bring a big snow storm; Tuesday and the days after were all right. It is not serious that several of the hotels advertised a certain price and then charged their guests another and considerably higher price. It is not of great moment that President Carr became dizzy on two or three occasions, notably on that one when he cut off without a hearing Supt. Olsen and Supt. Jordan, who were to second St. Paul's invitation to meet next time in that city, and immediately afterwards gave to the second speaker for Hot Springs twice as much time as he had allowed any one else for the purpose.

None of these things interfered seriously with the success of what was, on the whole, a great meeting. Some of the papers were as good as the Department ever listened to. Dr. Frank McMurray's "Suggestions for Improvement of the Study Period," Dr. Brumbaugh's "Eliminations and Modifications in the Course of Study," and President Thompson's "Effect of Moral Teaching in the Public Schools upon Civic Life" were of this order. At the close of President Thompson's address he received a tribute seldom, if ever before paid to a speaker on the platform of the Department; the applause continued and became more insistent until he came again to the front of the platform and bowed his acknowledgement. Dr. Harris' address on "Language Teaching in its Relation to the Study of Science," and Professor Newcomb's paper on "The Teaching of Arithmetic in American Schools" will read in the same class, but were not well heard.

Governor Beckham was not present as had been announced, to welcome the 1,200 visiting pedagogues; a farmers' institute was in progress somewhere out in the state; the two hundred men in attendance live and vote in Kentucky, and the governor felt it his duty to be present with them. The address of welcome was made by Mayor Barth, a plain business man, who spoke in a few words of unstudied sincerity and deep feeling, the city's pleasure in acting as hostess to the head school masters of the nation, and the honor in which he held his own teachers of the olden time.

The material arrangements were good. The church where the sessions were held was large, and not very far from the headquarters. The hotels are scattered, and it was not very convenient to get from one to the other. The headquarters hotel had good rooms, for those who could get them; the reservations of a number of persons were cancelled shortly before the meeting. In explanation it was said that the house had set aside more rooms than it ought, in justice to its regular trade. Several visitors reported, however, that they were

able to get rooms through the kind assistance of the representative of a large book house. In settling bills, guests found rates very irregular; sometimes one man paid 50 per cent. more than his room mate, who occupied the room jointly and for the same time.

A noticeable feature was the attendance of men from the South. Supt. Aswell of Louisiana came with a delegation of more than thirty; Florida sent more than thirty; Arkansas, Texas, the other gulf states—all sent large numbers; while the attendance from Kentucky, Tennessee and Georgia was like that we are used to from the middle West.

The selection of Supt. Stetson of Maine for President met with general and generous approval. He stands with Supt. Schaeffer of Pennsylvania, at the head of the State Superintendents of the country. The Department is confident that the next program will be strong, and the meeting well handled. The meeting, by the way, is to be in Chicago. St. Paul gave a cordial invitation, as did Hot Springs, Ark. Chicago said, "We will be glad to have you come back if you wish to." The vote was—Hot Springs, 89; St. Paul, 103; Chicago, 216. A proposition to meet in Chicago every second year, in Washington every fourth year, and one year in four, wherever the Department might determine, was laid over for consideration next year.

The members went home from the meeting feeling more firmly than ever that it is not well for a man whose duties are those of administrator, whether of the schools of a state, or of a city, or of a Normal School or College or University, to be absent from the sessions of this Department—the most representative, the most potent in influence, the most thoroughly business like, educational organization in the world.

SCHOOL BOARDS AND SUPERINTENDENTS.

Occasionally there is found an editor who has a clear conception of the relations that must exist between the school board and the superintendent in order to make the school system effective. The press is an educational force which can make itself felt in the community, for better or for worse, and it is therefore gratifying to see an important daily newspaper exert its power in the right direction.

The following editorial taken from a Tacoma, Washington, newspaper tells its own story and presents an advanced opinion on an important school administrative topic:

Certain members of the Tacoma school board are adopting an unwise and dangerous policy with reference to appointments in the schools. The school board has a superintendent who is an experienced educator and who is a judge of the qualifications of teachers. He is responsible for the work of the schools and he should exercise his best judgment in the selection of the teaching staff. Mr. Warner came to Tacoma three years ago to accept this position for which he was highly recommended and he has brought the Tacoma school system to the highest state of efficiency ever known in this city.

Mr. Warner is the first superintendent who has absolutely ignored all political considerations in the discharge of his duties. Political pull cuts no figure with him no matter how strong the pull. He bases his recommendations for appointment solely upon his judgment as to the fitness of the person, and if he finds a teacher who is not accomplishing the desired results he refuses to recommend such teacher for retention in the service. This is

exactly what a superintendent should do, and a school board that has such a superintendent in charge of the public school system should fearlessly defend and support him.

The trouble is that certain members of the board who are not educators themselves and have no opportunity to judge of the qualifications of candidates seem to think that appointments in the schools are plums to distribute among their friends instead of positions to be won by merit. No public school system in any city in the world ever was or ever will be successful where the members of the school board overrule the superintendent and inject petty, peanut politics into the administration of the schools.

The members of the school board should take warning that the people of this city will not stand for the prostitution of the school system to politics. Tacoma is fortunate in the selection of Mr. Warner as superintendent, and the board should either support him or dismiss him. To overrule him is to destroy all discipline and nullify his efforts. The superintendent is endeavoring to place the Tacoma schools on the highest possible plane of efficiency. He understands his business and has no favorites. He is recognized throughout the state as the ablest school superintendent who has come to this section of the country. The Ledger might not always agree with his recommendations, but The Ledger is convinced that he is absolutely honest in his convictions and knows more about the qualifications of the teachers who have served under him than anybody else—far more than any or all the members of the school board. The latter will make a fatal mistake if it fails to leave the appointment of teachers to such a man and act upon his recommendations.

FAKE BUSINESS COLLEGES.

There is a growing feeling that the fake business college is a viper which is constantly increasing its operations to the detriment of popular education. With no authoritative standard for teachers or teaching, with a business rivalry between the incompetent and the venal institution, with personal gain as the prime motive, these schools which dignified themselves with the name of colleges, have gone lower and lower each year in the scale of educational honor and commercial integrity.

The king bee of these institutions is the smooth, oily tongued solicitor who can convince ignorant parents that the little boys or girls, who are now in the fourth or fifth grade, can be turned into a full fledged bookkeeper or stenographer in six months at \$50 per head.

These children who have scarcely grasped the rudiments of a common school education are seduced out of the schools where they ought, and would remain if left alone, to enter a course of study for which they are, as yet, neither inclined or designed. At the end of the \$50 period it means failure for the boy or girl or another \$50 for the parent without adequate assurance of success.

The teacher in these institutions is usually a person who has a grasp of business forms and bookkeeping and a pretty handwriting. In most instances they lack either a high school or a normal school training and in some instances have never completed even a common school education. In brief the teacher is a makeshift whose name looks well on a flashy circular, and adds to a list of names called a faculty.

The serious part of the whole traffic lies in the fact that the future of these boys and girls is marred in that they are wholly unfit to hold even minor positions in business institutions. Pride will forbid them to go back to grammar



Prisoners protest
How about

school where
will blunt the
attaining suc

So alarming
which so many
leges now op
reputable bu
necessity of
tion of savin
teaching as

The so-called
Institution is
purpose. I
taken by the
minded men
schools, and
a higher sta
ing out of
pupils.

The moral
moral support
all laudable
educational
vicious ten

PUBLISHING

The great
the school
printed in
New York
publishing
centers ar

Nearly
represent
stances



The question
stories of



Prisoners protected against harmful literature.
How about children in the home?



One will have to abdicate for other.



A popular educational demand for 1906.

school where they belong, and dissatisfaction will blunt their ambition in the direction of attaining success in a commercial career.

So alarming has been the condition under which so many of these so-called business colleges now operate in the larger cities that the reputable business institutions have seen the necessity of some decisive action in the direction of saving the reputation of the commercial teaching as a whole.

The so-called American Commercial Schools Institution has been brought into life for this purpose. It is the culmination of an action taken by the progressive, capable and high minded men in the field of private commercial schools, and promises to bring into realization a higher standard of teaching and the stamping out of vicious commercialism in securing pupils.

The movement has the well wishes and moral support of all who believe in promoting all laudable effort in the direction of popular educational effort and in weeding out harmful, vicious tendencies.

PUBLISHERS' WESTERN REPRESENTATION.

The great bulk of text books now used in the schools throughout the United States is printed in the East. The cities of Boston, New York and Philadelphia are the great publishing centers but the greater distributing centers are in the West.

Nearly every important publishing house is represented in Chicago and in many instances the number of books sold by the

branch offices is much larger than those sold by the home office. It is seldom that a publishing house has established a western agency and has ever had any occasion to abandon it again. Usually it has exceeded all expectations in the volume of business secured. There are, of course, important school book publishing houses in Chicago but the number does not compare with those located in the East where they were originally founded.

The growth of the western offices is not alone due to the wealth of the western country but also to the readiness of the school officials to adopt meritorious books. When any article for school room use, possessing advantages, is presented to a western board of education or school official it receives attention. "Nothing is too good for our schools" is the basis upon which the westerner acts.

SCHOOL SANITATION.

School Boards and Boards of Health should be prompt in attending to the fumigation of school buildings which may have become infected, even if the infection is only suspected.

There is no institution which will spread contagious diseases more quickly than the school. The children come from homes of widely varying conditions and it is next to impossible that infection will not occasionally be brought into the class rooms. The children come into close, intimate contact and are certain to carry away the germs of disease if one of their number is infected. The spread of

infection is thus carried into the homes, sometimes with disastrous results.

It would be desirable to regularly fumigate the buildings. While this is done in many localities, its desirability and even necessity has not been generally recognized. Especially is this true in communities where there have never been serious epidemics. The matter of cost also enters as a factor and the average School Board, with its limited appropriation, will most quickly stint where the necessity of an expenditure is not immediate and pressing.

The old adage which says that an ounce of prevention is worth a pound of cure may be applied most fittingly to this question. After all a board cannot serve its community better than by preserving the health of the children entrusted into its care. If the health is guarded in childhood, children will be much better fitted to cope with disease in the years of maturity.

The school board member is as important a factor in increasing the efficiency of the schools as the teacher. He has the final voice in all matters and if he manifests a lively interest in teacher and pupil the result will be plainly manifested in both.

In no way can the spirit of confidence in a school board be better promoted than by the constant exercise of candor and frankness in disseminating information about the schools.



The questionable practice in reformatories of placing pupils in cells.



Crowded school conditions in Los Angeles, Cal., as viewed by a local cartoonist.



The Chicago Juvenile Court in Session, enforcing compulsory education law.

Rural School Buildings

By W. H. Weeks Schoolhouse Architect, San Francisco, Cal.

No problem that engages the attention of the trustees of a district should be considered of more importance than that of the planning of the school building.

It is seldom one finds a country school where the proper consideration has been given to construction, lighting, heating, and sanitation. This, no doubt, is sometimes due to financial limitations, but more often it is due to a lack of knowledge of the accepted rules and principles of modern school sanitation and construction.

It is my privilege to point out some of the ways by which the country school can be made more sanitary, convenient, and artistic. With the limited space at my disposal I can only go over the subject in a general way, simply calling your attention to those points most worthy of consideration.

Before planning the building it is necessary to provide the site. This should be centrally located, on high ground if possible, where good drainage is assured, and where the purest air can be obtained, always remembering that the locality admitting the east light into the class room is the one above all others to be preferred in this climate.

In regard to the requirements of the model country school—and when I say requirements I have in mind the fact that where expense enters so largely into the problem it is impossible to have everything as we might wish. Still there are certain necessities that we cannot overlook, and many desirable features that should be incorporated in the school so far as our means will permit.

In planning the building the first consideration is the floor arrangement, which should be well studied so as to get the most convenience within the least possible space.

Class Rooms.

In studying the floor plan, the class room necessarily receives our first attention. It should be made the size required to accommodate the number of pupils who are to occupy it, allowing not less than 15 square feet of floor space to each pupil.

Where the light is from the left side only, the room should not exceed 25 feet in width and not over 32 feet in length. Too great a length should be avoided. In France and Germany the maximum length of a school room is 30 feet. This is the distance to which the average voice will carry with ease, and the pupils in the back

part of the room can easily read the writing on the front blackboard.

Teacher's Room.

In connection with every school building provision should be made for a small room for the use of the teacher. This of course will incur a little additional expense, but it is money well expended, as this is a very essential part of the building.

Cloak Rooms.

Rooms must be provided for the hanging of cloaks and hats. Making use of the halls and class rooms for this purpose is not only unsightly, but unsanitary. The cloak room should not be less than 5 feet wide and should have outside light and ventilation. Numbered coat and hat hooks should be provided, placed in alternate heights of 4 feet and 5 feet for the accommodation of the different sized pupils; also shelves for lunch baskets and rubbers. It has been demonstrated that this room when placed in direct connection with the class room is more convenient, and under closer supervision of the teacher. In this arrangement also the ventilation in the winter months is more easily provided for.

A small heated and ventilated locker should also be provided in the cloak room for drying damp clothing if the heater adjoins the cloak room.

Halls.

The halls should be of ample size so that there will be no crowding of pupils.

Height of Ceilings.

All ceilings should be 12 feet 6 inches to 13 feet high.

Heating and Ventilation.

The question of heating and ventilation is a very important one and should receive the closest attention from the school trustees.

When we consider that all the best authorities on school architecture state that not less than 30 cubic feet of fresh air per minute should be furnished each pupil in a class room, we realize more fully the conditions under which the children labor in all poorly ventilated schools. There are several dangerous elements in vitiated air, but the fact that children are often afflicted with contagious diseases is one of the most important reasons for providing good ventilation.

The elaborate heating and ventilating systems, such as are used today in the modern, up-to-date city schools, where a blower is used in combination with air filters and automatic regulation of temperature, are very expensive. They

cost too much to install and operate in a small country school where similar results can be obtained at a reasonable expense by the use of jacketed stoves or heaters in which fresh air is introduced through a conduit from the outside. In fact, the conduit should come from two sides of the building in order to get the best results. The conduit should be provided with dampers that can be easily operated from the school room. The air should come up from under the heater and between the stove proper and the outside covering, entering the room from the top. The foul air is then taken out through a vent flue, through which the smoke pipe is carried. Since the cold air falls toward the floor, the outlet should be placed in the wall at the floor line. The pressure of the fresh heated air thrown up into the room from the stove jacket will force out the foul air through the vent below. The vent flue, being heated by the small smoke pipe passing through, causes an upward draught that carries the foul air to the outside. A number of heaters are made for this purpose and can be purchased at a reasonable cost.

If the district is too poor to secure such a heater, then the stove can be encased with a metal jacket, providing for doors and other necessary openings and a fresh air inlet below. This jacket can be made easily and will be a great improvement over the naked stove which should never be used in the school room.

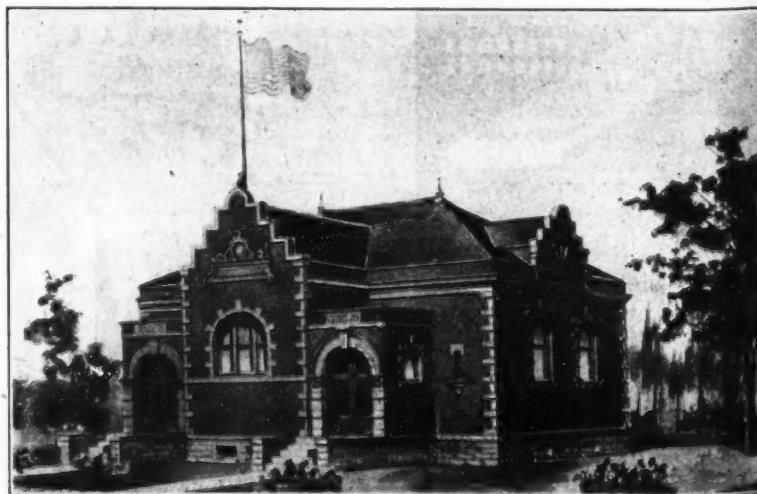
Blackboards.

In regard to blackboards, there is a strong prejudice in favor of slate, on account of its durability. When the very best quality of slate is secured there can be no question as to its merits. The initial expense is, however, much greater than that of composition boards, which answer the purpose about as well, can be obtained in better lengths, and are much more easily applied. These advantages, together with the color—a pleasing shade of green—make the latter boards all that can be desired. No board should be accepted without being guaranteed by a responsible dealer or manufacturer.

Hyloplate and other similar boards should be glued to a 1/2-inch board backing in order to get the best results. The Parshall green artificial slate has proved to be a very satisfactory slate board. It is really a slating which is applied either directly to the plastered wall, to heavy Manila paper glued to the wall, or to wooden boards. Much care must be taken, however, in preparing for this or any other artificial



ONE-ROOM SCHOOL IN CLASSIC STYLE.
Built of Wood.



VILLAGE SCHOOL IN DUTCH STYLE.
Brick Veneered with Concrete Block Trim.

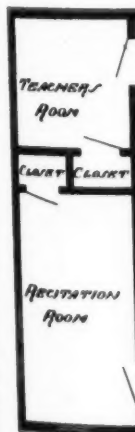
Suggested Exteriors for Rural School Buildings. Mr. W. H. Weeks, Architect, San Francisco, Cal.

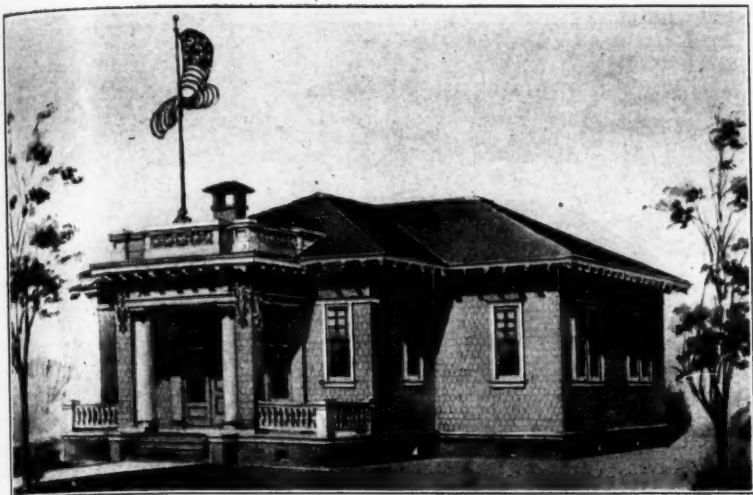
board of this class
erly seasoned a
tion is applied,
ily would prove
A still cheaper
factured by the
but it is too eas
sidered.

Blackboards
the floor and
wide, with an
desk of two ex
Grooved chal
blackboards.
rather 1/2 inch
galvanized wi
dust can settle
erasers from be
should have a
out for cleanin

The lighting
important pro
no circumstan
face the light
rooms the tea
proper lighting
shoulder of t
blackboard in
are frequently

The glass sh
fifth the floor





EXTERIOR OF PLAN NO. 1.



EXTERIOR OF PLAN NO. 2.

board of this class to see that the walls are properly seasoned and prepared before the preparation is applied, otherwise the board that ordinarily would prove good might prove unsatisfactory. A still cheaper form of blackboard is manufactured by the use of hard plaster and paint, but it is too easily damaged to be seriously considered.

Blackboards should be 2 feet 6 inches from the floor and from 3 feet 6 inches to 4 feet wide, with an extension back of the teacher's desk of two extra feet.

Grooved chalk rails should be provided under blackboards. Over the top of chalk rail, or rather $\frac{1}{2}$ inch from the top, there should be a galvanized wire mesh cover, so that chalk dust can settle through and save the chalk and erasers from being covered with dust. The cover should have a wired edge and be made to open out for cleaning.

Lighting.

The lighting of the class room is the most important problem in school building. Under no circumstances should a pupil be forced to face the light, and in the best planned school-rooms the teacher is equally favored. The only proper lighting is that introduced over the left shoulder of the pupil. High lights over the blackboard in the rear are better omitted, but are frequently used for architectural effect.

The glass surface should equal at least one-fifth the floor space and the windows should not

be less than 3 feet 6 inches from the floor, coming up as close to the ceiling as the casing and finish will permit. The best glass only should be used, divided where necessary to provide for the proper degree of safety from breakage. Sheet prism glass can now be obtained at a reasonable price and I would recommend its use in the upper lights of the windows, or at least in the transoms, for by its use the light in the room can be made more uniform.

The shades should be of the best quality and be made double; placed at the center of the window so as to work up and down. The edges should be reinforced and run in grooved pieces so as to prevent a glare of light entering between casing and shade.

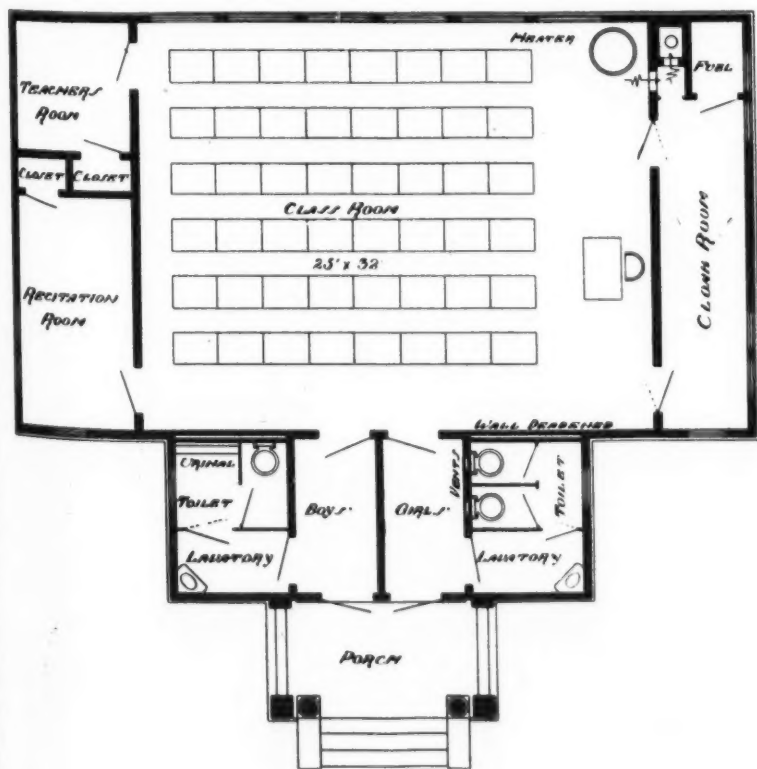
Plumbing.

There is no good reason why toilets and other conveniences in the plumbing line should not be used in connection with the country schools. The principal trouble heretofore has been in the water supply and drainage; but the water supply can be easily taken care of by means of a pneumatic tank, placed in the ground near the building, and a force pump properly connected with the tank and the building. The size of the tank must be graded to suit requirements—say about 200 gallons to a class room. It will then be possible to have running water to all fixtures, sinks, toilets and basins—all of which can be relied upon. The toilets for the use of scholars should be automatic.

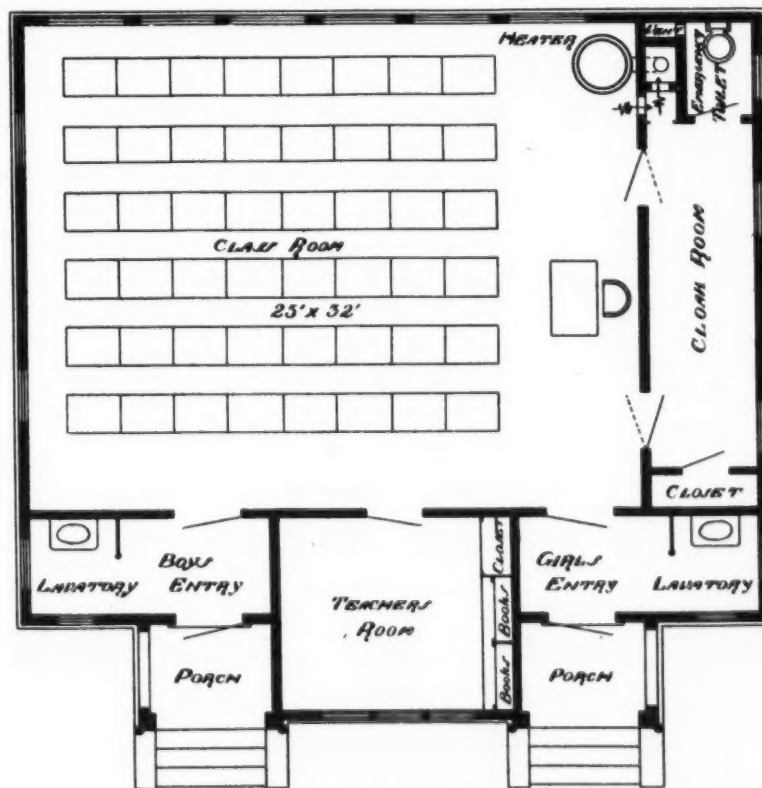
The question of sewage disposal has of late years become a simple matter. Formerly it was necessary to resort to draining into ditches, cess-pools, and streams. Now, however, there is no occasion for these, for by the use of the Septic System of Sewerage, which is considered the only scientific system in use to-day, all sewage can be readily disposed of. Double cisterns are built and connected under ground. The first cistern is divided into two compartments. The first compartment or settling chamber receives the sewage, the liquid portion of which flows in a sheet into the second compartment. This in turn flows into the large flush tank, where, when the water reaches a certain point, it is automatically syphoned off into a drain pipe leading to a point where porous terra cotta pipes are run out in different directions. The sewage is distributed through the open joints of these branch pipes, which are not more than 14 feet below the surface of the ground. At this depth the sewage will be oxidized. This arrangement can be simplified so as to give satisfactory results at a very little cost.

Interior Finish.

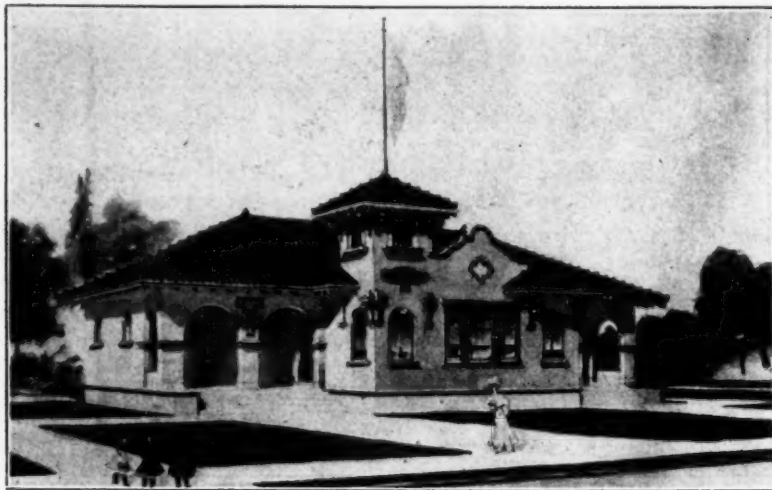
The woodwork on the interior of a model country school should be as plain as possible, omitting all fancy moulds and quirks, as they are only dust catchers and add to the expense. A natural finish makes the wood more beautiful and desirable. The different rooms should be wainscoted to the specified height. The plastered



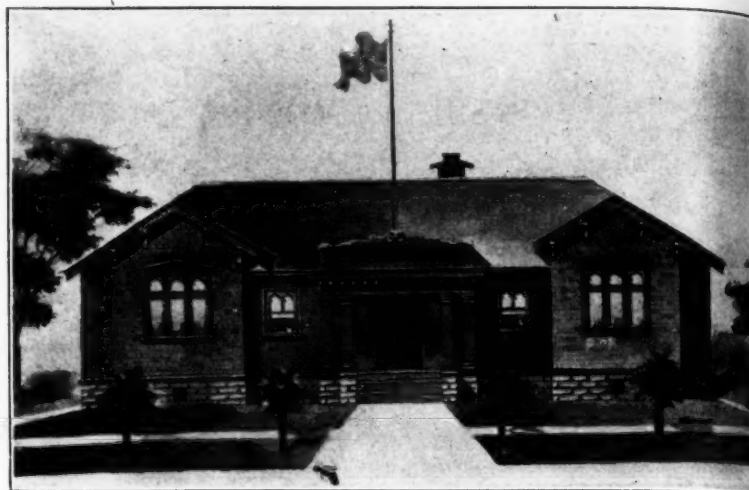
PLAN NO. 1 FOR ONE-ROOM BUILDING.



PLAN NO. 2 FOR ONE-ROOM BUILDING.



DESIGN FOR A TWO-ROOM BUILDING IN MISSION STYLE.
The heavy overhanging cornices are cut away in rear over class-rooms, which do not show in cut.



DESIGN FOR A TWO-ROOM BUILDING.
Shingle Covered.

walls and ceilings should have a good sand finish, as it is more sightly than hard finish, and is freer from cracks where protected with wainscoting. The tinting shows to much better advantage when placed on such a surface.

The color of tint for walls and ceilings should be selected to harmonize with the wood finish and blackboards; the exposure should also be taken into account. Light olive green is a very good color for an eastern exposure, but if green blackboards are used, the painter will find difficulty in getting the shades to harmonize. Rather than risk having the shades clash, it would be better to use some soft shade of brown or tan, with a light cream ceiling.

Exterior Design.

After planning the interior of the building and providing the necessary hygienic demands, we take up the problem of the outside appearance.

A building erected for any purpose should indicate its essential use by its appearance, especially a building designed for educational purposes, which should not only indicate its use by its appearance, but set an example of good taste and dignity for the community. A school building so designed will cultivate in the young that perception of proportion and relation to utility and adornment that constitutes taste in architecture and will fulfill a large part of its mission.

In the small country school as well as the schools of the large cities the best examples of architecture should be seen. The building should not be elaborate in detail, nor yet severely plain. Still it must have beauty, grace and dignity, be symmetrical in outline with well proportioned parts and with as little ornament as the style employed will justify.

The quality of the material to be used in the erection of the building will depend largely on the locality. Wood has been used almost exclu-

sively for buildings of this class, but there is no reason why brick, stone, or concrete should not be used in localities where these materials can be cheaply obtained. The cost is slightly more than wood, but the building is far more durable. All buildings other than wood should be damp-proofed.

BUILDING AND FINANCE.

To stimulate the building of new rural schoolhouses in the state of Alabama, Superintendent of Education I. W. Hill recently announced that \$100 would be given to each of the first ten communities who will build schoolhouses to cost \$500 or over. The plans, however, must be obtained from the department of education. A fund has been given the superintendent of education by the Peabody Educational Fund for this express purpose and the money has been in the possession of Mr. Hill for some time. Not more than one community from a county can apply for a part of the fund and the money will be paid to that community as soon as the county superintendent of education reports that the building is completed.

Chicago, Ill. The board of education has decided to discontinue the practice of deceiving property owners, whose land the board intends to buy. It has been the custom to ask owners for prices at which they will sell their lots. These have, however, invariably been rejected and condemnation proceedings begun. The original request was merely made in order to be able to show in court that an effort had been made to agree on a price. Hereafter property owners will be notified that proposals containing prices designated in the board's letter would be accepted.

The Mississippi legislature appropriated \$2,500,000 for public schools during 1906 and 1907.

Los Angeles, Cal. The board of education is in a predicament over the procuring of sites for various new school buildings. Real estate in Los Angeles is at a high figure so that the board must resort to the condemnation process. This, however, takes a good deal of time, and as the demands are urgent it is generally considered impracticable in this case. In other sections of the city, citizens do not want schools in their vicinity as they say it is not conducive to increased values of adjacent lots. No doubt the courts will be asked to aid in getting properties central to certain districts for school purposes.

The public school aid given by Minnesota for the year is nearly half a million dollars.

Milwaukee, Wis. A desire has been manifested by members of the board of education that when the city council issues its next school bonds they be of a smaller denomination than heretofore. It has been suggested that the amount should be for \$100 so that the laboring class may be able to obtain them. If the latter class of people can become shareholders in municipal utilities and especially in school bonds it is contended that more interest will be taken in educational affairs.

The Fifth Ward building in Fairmont, W. Va., is nearing completion. This building contains good basement story with nine school rooms, auditorium and ante-rooms on second and third floors. The building stands on the finest site in the ward. The total cost of building and site will be about \$50,000.

Kansas City, Mo. At a recent meeting of the school board it was decided to allow rest rooms to be installed in those schools which have the necessary room. These rooms will be fitted up with a couch, a pair of blankets, a pillow, two chairs and a small table.



FRONT ELEVATION, PLAN NO. 2.
(See Plan and Perspective, page 11.)



DESIGN FOR SMALL ONE-ROOM BUILDING.
Built in Field Stone.

Model Rural Schoolhouse Exteriors. Mr. W. H. Weeks, Architect, San Francisco, Cal.



THE FUN
By Miss Mary
School, Mich
St. Joseph C

The school i
tion. Among t
the place of th
Hebraic concep
In the beginni
tant social fact
plex the conce
its significance
teacher was cr

The teacher
structor, one w
more and more
from the dept
ures. Years a
mate the worl
would seem th
upon the work
dangers of the
to shirk its du
responsible fo
alone can be l
to do much in
but after all,
lies in the ho

T
The well m
that can ever
of the moral
in the moral
passed before
bent of his ch
been determin
six years be
school; he at
the twenty-fo
months in the
must be co
rounded sym
often we hea
who moulds
the destiny
child's futur
inaccurate.
more aptly d
teacher train
lectual facu
shape the mi
the teacher's
teacher is n
is to get rid
be accomplis
bad habit is
the only wa
Mental adva
or shaping
growth, of t

In
The funct
fused with t
fail right he
course. B
preached to
to pupils ex
some gener
time should
know that t
about his c
sustains a
keeps that
owes as on
considerati



Among the Teachers



THE FUNCTION OF THE TEACHER.

By Miss Mary D. Welch, Principal of High School, Michawaka, Ind.—Read Before the St. Joseph County Teachers' Association.

The school is not an original social institution. Among the Jews the school was known as the place of the book, showing that the original Hebraic conception of the school was narrow. In the beginning the teacher was not an important social factor. As society became more complex the conception of the school grew larger; its significance broader. The function of the teacher was enlarged.

The teacher has become less and less an instructor, one who merely imparts knowledge, but more and more an educator, one who draws out from the depths of the mind its hidden treasures. Years ago the tendency was to underestimate the work of the school room. Today it would seem the tendency is to enlarge too much upon the work of the teacher. One of the worst dangers of the time is the tendency of the home to shirk its duty. The teacher is too often held responsible for conditions for which the home alone can be blamed. Perhaps the school ought to do much in the moral training of the child, but after all, if the child goes wrong the fault lies in the home, rather than elsewhere.

The Home and School.

The well regulated home is the best place that can ever be found for the best development of the moral life. Often the most critical period in the moral training of the child has virtually passed before he enters the public school. The bent of his character for good or evil has already been determined. Remember the child has lived six years before he ever entered the public school; he attends school but five hours out of the twenty-four, but five days in the week, nine months in the year. The school and the home must be complementary to one another if rounded symmetrical character is to result. Too often we hear the teacher spoken of as the one who moulds the child's character, who shapes the destiny of the child, who carves out the child's future. Such metaphorical language is inaccurate. Metaphors borrowed from biology more aptly describe the teaching function. The teacher trains the mind and enables the intellectual faculty to be cultivated. He cannot shape the mind. He can cultivate it. Through the teacher's efforts the child's mind grows. The teacher is not a miracle worker. If the child is to get rid of certain habits of mind, this must be accomplished in the natural way. When a bad habit is grown into the mind of the child, the only way to get rid of it is to grow it off. Mental advancement is not a process of carving or shaping or moulding; it is a process of growth, of training, of development.

Instructors Not Preachers.

The function of the teacher must not be confused with that of the preacher. Many teachers fail right here because they have mistaken their course. Boys and girls do not like to be preached to. One is never justified in preaching to pupils except for the purpose of explaining some general policy. Its importance at such a time should not be minimized. A pupil should know that the reason you require him to be neat about his desk in the school room, is that he sustains a certain relation to the janitor who keeps that room in order and that the duty he owes as one man to another demands of him consideration for the humble person who sweeps

the school house floor. Every child should be instilled with the thought of his sacred relation to every man and woman, boy or girl whose life he touches. In the economy of God's universe, no word is ever lost which has for its purpose the making of a human soul more true, more square, more honest. But, in this connection, generally the teacher does too much talking, leaving too little for the child to work out.

Moralizing is always dangerous. When Christ, the greatest teacher of all time, wanted to develop in the minds of His hearers who one's neighbors are, He didn't go into a moralizing dissertation. He told of the man who went down from Jerusalem to Jericho and fell among thieves. Only in a brief word at the end does He ask, "Who showed himself neighbor to the unfortunate man?" It is the duty of the teacher to get down to fundamentals. Too often we resort to devices instead of working out the principles.

The Savior's Method.

Whenever Christ wanted to teach His disciples a great truth, He always got to the core of the matter and proclaimed some broad principle which would solve any vexed or mooted question, for instance: The Sabbath was made for man and not man for the Sabbath solves the whole problem of man's proper relation to the Sabbath.

It is the function of the teacher last of all to make himself useful to the people. The teacher whose pupils outgrow him is a success. The old parable, while pathetic, is right—the statesman on the confines of the other world proclaims his greatness; the warrior heralds his deeds of prowess; the preacher points to his spiritual conquests, while the teacher stands quietly by and says, "All these were my students."

Finally it is unfortunate that we seek to divide the school from the home life of the child. Do not forget that the boy who sits down at his desk in your school room at 9 o'clock ate his breakfast in a home somewhere between the hours of 5 and 8, and the boy you greet in your algebra or history class at 10 o'clock in the forenoon is the same boy from his point of view as he was last Saturday when he went hunting with his chum.

The function of the successful teacher is not so different from duties of the true father and loving mother. We must attempt in every way to place before the child high ideals that will make him a beautiful home child. His conduct, habits and manners about the school should make him a more courteous brother, a more reverent grandson and a more dutiful son. In your relation with your pupils show them always that you love them, believe in them and trust them and they will just as surely love you and be worthy of your confidence and glory in your hopes for them. We all respond to real love and real sacrifice and real genuineness of interest, and those are the qualities that the real teacher must cultivate.

THE ART OF TEACHING.

By Arthur B. Morrill.

After all, there are but two great truths of psychology in the art of teaching. The first to be considered is the one dealing with knowledge getting. The second deals with the power of reviving ideas. With these in mind, a lesson must consist of three essential parts. First comes instruction, second is drill, and the last and least important is testing. Character, emo-

tions, and feelings in their best sense are what should be associated with knowledge. In providing for the best knowledge we are providing for the best character.

You may ask, why not talk about training children to think? The older I grow the more I am persuaded that knowledge, the getting of ideas, is the getting of power. Thinking involves going over a sequence of ideas. Why train the child to think? You can't stop him from thinking from the time he wakes till the time he sleeps again.

What we must do is to train the child in profitable thinking. Give him the idea, and then train him to profitable thinking.

The idea is the source of power of invention. When James Watt invented the steam engine he first got his idea from the steam lifting the cover of the tea kettle. The telegraph was the result of using the idea that when a magnet is placed in a coil of wire a current of electricity is produced. By first getting an idea, through observation, the greatest inventions of the world have been made.

The instruction part of teaching lies in providing knowledge for the getting of ideas. You must have heard it said that education meant "drawing out." Much time is wasted in this process of drawing out. If the child has no ideas it is wasted time to be "drawing out." It is like drawing an empty bucket out of an empty well.

A teacher must realize that common knowledge is generally obtained by the use of the senses. The teacher is instrumental in providing the environment to help to revive ideas gained elsewhere. Some say we no longer learn the rules in arithmetic.

When a mother teaches her daughter to knit she does not teach by rule. She uses the most economical way of getting that knowledge, i. e., by the use of the senses. The child learns by watching the mother knit. Think of that mother saying: "On the fifth page of the Ladies' Home Journal you will find the rule you need for knitting." After a while she'll say: "Mary, recite the rule!" Would Mary know how to knit?

In arithmetic the teacher teaches the rule by going to the board and showing how to do the work by actually doing it herself. It is in this way that trades are learned.

A book is only a reviver of ideas by means of words by which we recall images or past experiences.

For instruction a teacher must provide the object or a picture or, lastly, the word to impart the idea. A book is not a source of knowledge, but must be used as a tool.

Dr. Walter B. Gunnison, principal of the Erasmus Hall high school, has assigned one of the teachers of the school to act as a "grade adviser" for the new class which entered the school in February. This teacher has been delegated to become acquainted with each member of the class and keep informed as to each one's progress. If the pupil falls behind in the work, the adviser will try to ascertain the cause; if the pupil is absent he or she will be followed up; if one wants advice of any kind the adviser will give aid. The adviser will have supervision of the class until graduation.

New Rules and Regulations

Spokane, Wash. The school board has adopted a resolution which provides that no member of a high school fraternity may represent the high school in any official capacity, such as class officer, debating, literary or athletic team representative, commencement speaker, etc. Continuing, the resolution says: "To enforce this regulation, the principal and faculty are hereby directed to exact from any and all pupils desirous to serve in any of these capacities, a signed statement that they either do not belong to such a society, and will not join one during their continuance in the high school; or if they belong, they renounce all allegiance to such organization during their continuance in the high school. This regulation went into effect January 22, and applies to all students serving in any of the above capacities, whether chosen prior or subsequent to January 22."

Reading, Pa. A rule has been adopted by the board of education making it the duty of the finance committee to select and purchase all school building sites and sell real estate belonging to the board. The actions of the committee will be subject to the approval of the board.

Philadelphia, Pa. The elementary school committee of the new board of education has adopted resolutions authorizing the secretary to relieve teachers from loss of salary when subpoenaed to appear in court or when quarantined under regulations of the board of health.

Hudson, Wis. An order has been issued by the board of education that no dancing party or other, entertainment of like nature shall be held during the school year, in the name or under the auspices of the high school or any class, society or association thereof, unless permission to do so shall first be obtained from a majority of the faculty of the school.

New York City. The following changes in the by-laws of the board of education relating to the absence of teachers have been proposed:

"No excuse with pay will be granted for absence to teachers who have been in the service less than one year, and no refund will be allowed for absence exceeding ninety-five days in any one year.

"For each separate period of continuous illness the rules regulating refunds shall be as follows: For an absence of one day, no refund; for an absence of two days, a refund of one-fourth of a day's pay; for an absence of three days, a refund of three-fourths of a day's pay; for an absence of four days, a refund of one and one-half days' pay; full pay shall be granted for the fifth and succeeding days of absence, to and including the twentieth; half pay shall be granted for the twenty-first and following days of absence not exceeding the ninety-fifth.

"A refund not exceeding three days' full pay shall be allowed for absence due to death in the teacher's immediate family.

"In cases where court duty concerns the administration of the schools full pay, in other cases half pay, shall be granted for absence.

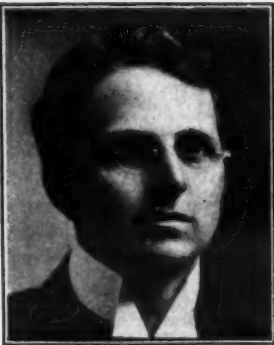
"Refunds for absence due to quarantine shall not be granted for absences exceeding ten school days within the space of one year.

"No refund of full pay for more than sixteen days in the aggregate shall be granted to the same applicant in any one school year.

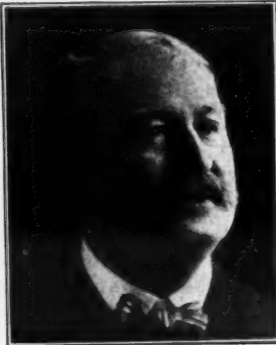
"No absence may be excused without pay unless it is approved by the board of superintendents. At present absence may be excused without pay for one month by the local board without being referred to the superintendents for approval."

Terre Haute, Ind. The board of education has decided upon the following rule relative to school libraries: The librarian is in full charge of the library and also of her assistants, and the board will look to the librarian as being responsible for the efficient conduct of the library and for the courteous treatment of all patrons. The board's desire is that every possible effort shall be made to please the patrons, regardless of whom they may be, and that no distinction shall be made regarding treatment of patrons because of their station in life.

Sioux City, Ia. A resolution has been adopted by the board of education providing that any pupil who shall become a member of a secret fraternity or sorority shall thereby be debarred from taking part in any commencement, entertainment or public contest held by the school, and from holding office in any organization connected with the school. The board has also addressed an open letter to the parents requesting their co-operation in reducing the fraternity evil.



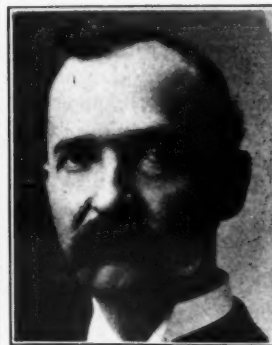
A. R. STANSIFER,
Litchfield.



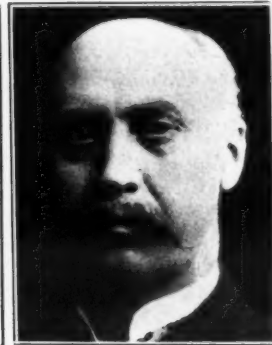
LAKE W. SANBORN,
Galesburg.



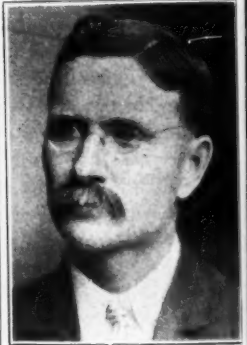
JOHN C. ALLEN,
Monmouth.



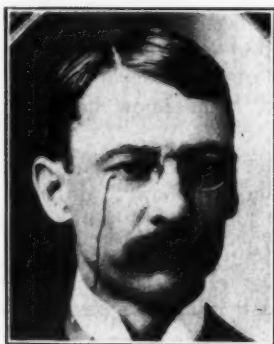
DR. J. ESTILL MILLER,
Pittsfield.



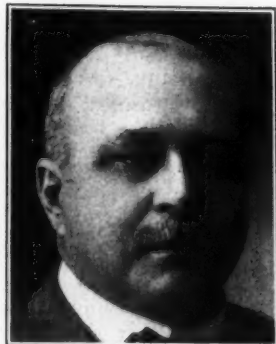
DR. C. A. SMITH,
Kankakee.



DR. T. C. HAYS,
Canton.



H. C. VORIS,
Waterloo.



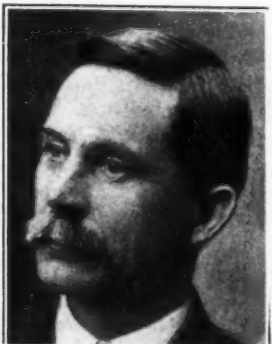
W. J. PECH,
Macomb.



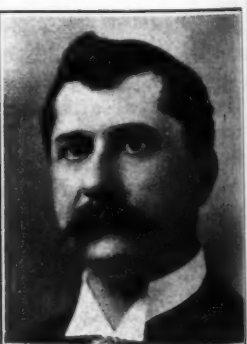
JOHN F. LEAHY,
La Salle.



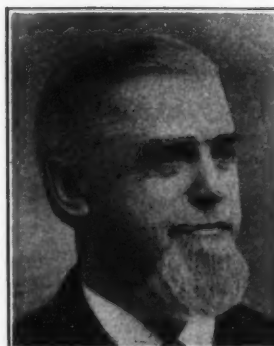
B. F. MANLEY,
Harvard.



J. J. PEIRSON,
Murphysboro.



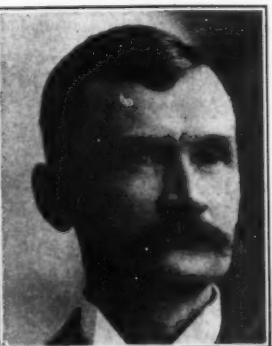
E. B. MITCHELL,
Clinton.



WM. H. COLLINS,
Quincy.



J. P. PLUMMER,
Dixon.



FRED BENJAMIN,
Watseka.



DR. J. C. WESTERVELT,
Shelbyville.



JOHN J. BROWN,
Vandalia.



JOHN R. DAVIS,
Jacksonville.

PRESIDENTS OF ILLINOIS BOARDS OF EDUCATION.



The Mak

A History
Jacques Wan
many illustr
colors). Pag
Burdett & C

"The Mak
distinctive a
tories of the
and has som
mediately wi
It is such a
practical eq
point of vie
and it treat
litical and i
written the
zen with the
of the past
the nation.

One strik
in which it
graphic env
of industria
evolution th
ditions. Th
trial elemen
vastly impo
ceived scam
They give
interest an
itself. "The
is, of schoo
presentation
the geograp

Among c
railroad org
and railroa
and monop
These matt
pupils can
ture is the
American
epoch in h
world powe
November,
to-date. I
and section

Withal,
tion" is a
book in his
of our best
in the form
on the va
and helpfu
the most in
and its nu
value and

How the U

By John
illustrated.
60 cents. C
Chicago.

The stu
on the larg
profitable
work. Th
studied at
Such a re
authorities
Washingt
condition



The Making of the American Nation.

A History for Elementary Schools. By Jacques Wardlaw Redway, F. R. G. S. With many illustrations and 49 maps (11 maps in colors). Pages xii, 476. Price, \$1.00. Silver, Burdett & Co., New York, Chicago.

"The Making of the American Nation" is a distinctive addition to the grammar-grade histories of the United States now on the market and has some strong features that should immediately win favorable attention for the book. It is such a book as contributes largely to the practical equipment of boys and girls. Its point of view is that of the twentieth century, and it treats of many problems of current political and industrial history. Mr. Redway has written the book for the future American citizen with the thought that an intelligent study of the past is the best guide to the future of the nation.

One striking thing about the text is the way in which it sets forth the basic cause of geographic environment, the resulting conditions of industrial development, and the political evolution that has grown out of all these conditions. The geographic, economic and industrial elements in the making of our nation are vastly important, yet they have hitherto received scanty notice in elementary histories. They give to this new text-book a vigor and interest and value that place it in a class by itself. "The Making of the American Nation" is, of school histories, the most complete in its presentation of industrial development, and of the geographic basis of United States history.

Among other subjects, the book discusses railroad organization, including pools, rebates and railroad legislation; and it explains trusts and monopolies with their industrial effects. These matters are treated in a way that young pupils can comprehend. Another notable feature is the scholarly treatment of the Spanish-American War, showing how and why this epoch in history made the American nation a world power. The reference to the elections of November, 1905, indicates that the book is up-to-date. It is admirably free from partisan and sectional prejudice.

Withal, "The Making of the American Nation" is a straightforward, comprehensive text-book in history, in accord with the requirements of our best schools. Its supplementary material in the form of topical analyses, summaries, data on the various states, and the like, is fresh and helpful for classroom use. It has some of the most instructive maps in any school history, and its numerous illustrations have historical value and interest.

How the United States Became a Nation.

By John Fiske. 12mo, cloth, 254 pages. Illustrated. List price, 50 cents; mailing price, 60 cents. Ginn & Company, Boston, New York, Chicago.

The student of history who has spent time on the larger and more complete works finds it profitable to review such periods in a briefer work. This summarizes the events that he has studied at greater length and more in detail. Such a review is this book by one of the best authorities on American history. It begins with Washington's administration and describes the condition of the country under each of the pres-

idents down to the surrender of Lee. All important facts are stated briefly but clearly. While brief, it is yet a comprehensive review of the principles that controlled the successive administrations of the government. It shows the influence of political ideas, wrong and right, on the growth of the country.

The book contains portraits of many of our leading men, and quaint pictures from old time prints.

Civics.

Studies in American Citizenship. By Waldo H. Sherman. 328 pages. The Macmillan Company, New York, Chicago, Boston. (Sold by Geo. Brumder Book Department, Milwaukee.)

We find in this publication an answer to an appeal from teachers of the secondary schools for a text book in governmental science suitable to their grades. As the author maintains, "there has been for some time a growing feeling among educators that more efficient and direct work should be done in high and secondary schools along the lines of citizenship training. The book therefore is written for students who have at least reached the high school age, and are ready to work out, thoughtfully and independently, political problems."

A feature peculiar to the book is that it is built up on the consideration of individual ownership of property, and consequently interests the student in problems of government as affecting his property interests. To do this more effectively the author has divided the volume into two parts: "the first, Studies in American Citizenship, being a text book for the student, the second, Practical Work, being in effect a guide for teachers in the political organization of classes." This first part contains the matter usually found in government class books, dwelling perhaps a little more in detail on the laws and establishments relating to city government. In the succeeding section the theories laid down in the preceding part are applied in the solution of practical problems of government.

The book is well bound and indexed and of a convenient size, offering on the whole a serviceable class book for those grades for which it is intended.

The Elements of Economics.

By Charles Jesse Bullock, Ph. D., Assistant Professor of Political Economy in Harvard University; Author of Introduction to the Study of Economics. Cloth, 378 pages. Price, \$1.00. Silver, Burdett & Company, New York, Boston, Chicago.

The present volume is a condensation of Professor Bullock's Introduction to the Study of Economics, published in 1897. To effect the abridgment the author has reconstructed his former volume on the same subject, keeping in the main the "same substance of doctrine and general groundwork," but altering radically the method of handling most subjects. He has adapted his work to the demands made for a shorter course in this study, and as it is, The Elements of Economics, while serving as a text-book for the longest course generally given in the secondary schools, can be made to fit in as well with a course of ten or twelve weeks.

By eliminating all that is more purely theoretical in the subject, he has given the student all that is needed for a practical view of the matter. He recognizes the importance of this study for the student who is afterwards to come face to face with the economic questions of the day, and in a clear, concise form sets forth the facts relating to the gradual organization of modern industries, explains the principles on which their operation rests, and makes the student acquainted with the chief problems that have grown out of their existence. The treatment is marked by a clearness of outline and a closely connected sequence of subjects, thus rendering possible a thorough and logical grasp of

the matter. In a work of this nature the student is liable to find himself influenced by the opinions and judgments of parties, whose prejudices are brought to bear on the explanation of the subjects treated. The author, however, has undertaken to preserve an unbiased attitude in the statement of all facts and principles where dispute might arise as to right or wrong. He states his questions with an impartiality of judgment and an accurate adherence to the truth.

The Elements of Economics is for beginners an excellent text-book, containing all that is necessary for a general understanding of the matter and in a sufficiently abridged form. Appended to the volume is a list of the most important writers on this and kindred subjects, which will serve for collateral reading in any department of the science in which the student may require further information.

The Macmillan Classics.

A series of English texts, edited for elementary and secondary schools. 16mo., cloth. Price, 25 cents each. The Macmillan Company, New York, Chicago.

Among the most noteworthy additions to this excellent series of English classics are volumes containing essays from Emerson, Bacon and DeQuincy. In each case the essays have been chosen with a view of presenting the best work of the author, suitable for high school reading. A critical introduction, a biography, and a bibliography are included in each. The textual notes are complete. The books are well printed and strongly bound.

Text Book of Physics.

Revised Edition. By G. A. Wentworth and G. A. Hill. 480 pages. List price, \$1.15. Ginn & Company, Boston, New York, Chicago.

This volume is a revised edition of a well-known and widely used text-book on physics. The book will be especially welcome because it embraces many changes suggested by teachers who have been using its predecessor.

A chapter has been added describing some of the modern applications of physics, such as the steam turbine, the pneumatic hammer, the air brake, etc.

An Elementary American History.

By D. H. Montgomery, Author of the Leading Facts of History Series. 306 Pages, Cloth Bound, Illustrated. Ginn & Company, Boston, New York, Chicago.

The author has here striven to write a short narrative history of this country for the use of elementary classes. The subjects chosen are those of primary interest and importance, and are treated in their consecutive order, making the several chapters a complete and intensely interesting history.

The book is liberally and handsomely illustrated, well printed and bound.

The Elements of English Grammar.

With Suggestions for Composition Work. By Albert LeRoy Bartlett and Howard Lee McBain. Pages, viii., 345. Introductory price, 60 cents. Silver, Burdett & Company, New York, Boston, Chicago.

This book is designed for upper grades in grammar schools. The pupil has been using the sentence in his speech and is familiar with it, even if he does not know all the technicalities connected with the parts of speech and forms of words and their modifications. Therefore the sentence is made the unit for the beginning of the child's study. He is made to see the practical relation between the language he speaks and the study he is making of that language. The parts of the sentence are thoroughly discussed and the analysis of the sentence completed; then the treatment of the parts of speech is taken up. The method is thoroughly inductive. Topics are well illustrated and from

Continued on subsequent pages.



SCRAPING AN ACQUAINTANCE.

An agent of the American Book Company, who is a man of most temperate habits, visited the Teachers' County Institute in one of the large counties of the northern part of Pennsylvania some time ago. He put up at the leading hostelry and soon he and two or three friends were shown to a table. Near him was sitting a man of fair appearance, whom he spotted for a principal or a prominent teacher at least.

The book agent, true to his calling, began to scrape acquaintance and this dialogue ensued:

Agent: "By the way, your countenance seems very familiar to me. I am sure I must have met you often, probably at educational gatherings. Where are you teaching now?"

And this was the reply the agent got: "Oh, I am not a teacher, I am the bartender here at the hotel."

A POETIC BOOKMAN.

W. B. Deane, the New York agent for Silver, Burdett & Co., who has written some excellent rhymes of the humorous variety for the School Board Journal within the past few years, has demonstrated his ability in the direction of true poetry. His latest poem, entitled "The Past," which has appeared in some of the eastern journals, is reproduced herewith:

As one who climbs the path that leads to heights,
Where cold and wintry winds forever blow,
Will pause oftentimes, mid bleak and barren scenes,
To view the vale which lies far down below.

The vale by Nature's hand so richly blest,
The sun seems there to shed its brightest ray;
The sweetest, fairest flowers seem there to bloom;
The birds seem there to sing their merriest lay.

So climbing Life's path where the shadows crowd,
And groping round a foothold sure to find,
I turn oftentimes to view with longing eyes
The vale of youth which lies so far behind.

The vale of youth where sorrows were unknown;
The lightest cares ne'er entered to annoy;
Each day, soon as it reddened in the sky,
Brought to my waiting heart its own sweet joy.

So upward more slowly the path I climb,
While darker grows the landscape, and more drear;
All will be well if from that distant vale
The echoes of the past I still can hear.

BOOKMEN AT THE SUPERINTENDENTS' MEETING.

The bookmen were in evidence everywhere during the meeting of the Department of Superintendents at Louisville. Every publishing house of any importance had at least one representative in attendance and several of the firms sent more than fifteen men. Bruce's Bulletin recorded the names of 124 publishers' agents.

The Iowa contingent was conspicuous by its absence. The campaign for the numerous county adoptions kept all the Iowa and a number of the Nebraska, Wisconsin and Illinois men out in the field.

W. G. Hartranft came a longer distance to attend the meeting than any other bookman. Mr. Hartranft traveled all the way from Seattle, Washington, in the interest of Silver, Burdett & Co.

The southern bookmen were well represented

at the meeting. The following may be mentioned, among others: A. I. Branham, Atlanta, Ga.; Robert W. Kittrell, Wheeling, W. Va.; J. E. McRee, Atlanta, Ga.; J. D. Matlock, Birmingham, Ala.; T. P. Murrey, Little Rock, Ark.; Walter T. Pate, Jackson, Miss.; R. S. Nash, Atlanta, Ga.; N. T. Pool, Atlanta, Ga.; Wilford Caulkins, Chattanooga, Tenn.; S. J. Cole, Birmingham, Ala.; L. B. Robeson, Marietta, Ga.; M. E. Alexander, Little Rock, Ark.; W. C. Warfield, Atlanta, Ga.; E. M. Pace, Columbia, S. C.; J. C. Martin, Norfolk, Va.; Geo. W. Duncan, Auburn, Ala.; C. L. Hayes, Nashville, Tenn.

Mr. J. A. Dorland, Kentucky representative of the American Book Company, had charge of the hotel accommodation for the local committee during the superintendents' meeting at Louisville.

Major A. W. Clancy was one of the most ardent advocates for bringing the next meeting of the Department of Superintendence to St. Paul. The major later declared that if all the men who promised support had voted he would have carried the day.

Mr. J. F. McCullough attended the meeting in a two-fold capacity. Mr. McCullough is agent for Silver, Burdett & Co., and conducts at the same time a very successful teachers' agency.

MADE THE MOTION HIMSELF.

An agent of the J. B. Lippincott Co. once secured an order for his books by a rural school board in Pennsylvania, but still required official action as specified by law.

The agent met with the Board, and after explaining the merits of his books advised some member of the Board to make a motion to buy the books. Not a member knew how to make a motion, and the agent saw that something must be done, and springing to his feet he made the motion.

Then he asked the president to repeat it, and as soon as that efficient official had finished, the agent seconded it, and called for a rising vote. Three men rose and the rest looked as though they didn't understand the proceedings, and again the agent saw the plum slipping away, but with quickness of mind jumped to his feet, counted four persons standing and declared a majority had voted.

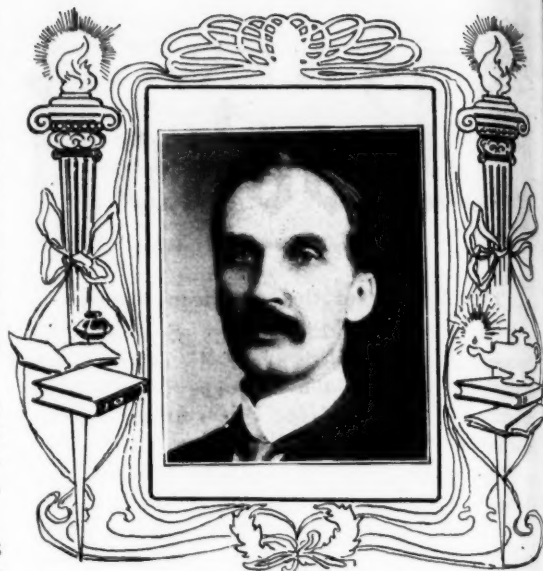
The president looked relieved and declared the motion carried.

BOOKMEN.

H. A. Whipple, formerly superintendent at Baraboo, Wis., has accepted a position with Houghton, Mifflin & Co. He will represent this firm in Wisconsin. Mr. Whipple is a popular school man who possesses the elements for a successful bookman.

W. C. Hazzard, the genial Wisconsin representative of Silver, Burdett & Co., had an encounter with a Chicago footpad while on a recent visit to the windy city. While returning to his hotel one evening he was struck from behind with a heavy object. The force of the blow brought Mr. Hazzard to his knees. Recovering he grappled with his assailant, who hit him once again, this time above the eye. After a severe struggle in the dark the robber pulled away and disappeared into an alley. Although dazed Mr. Hazzard was able to walk to his hotel, and next morning took the train to Milwaukee, where he repaired to the Knowlton hospital. Severe scalp wounds, a broken finger and a sprained wrist were the worst injuries. The footpad failed to secure any valuables.

Mr. Isaac Peterson, for some time agent for D. C. Heath & Company in Wisconsin, has become a member of the firm of R. K. Row & Company, Chicago.



MR. B. D. BERRY

Former bookman who has just published a new series of writing books.

Mr. J. S. Judson continues to act for the University Publishing Company in Mississippi. He is as jolly and full of energy as ever.

R. Howell Tice does farming in the summer time and book agency work in the winter time. He owns the Faraway farm near Williamstown, N. J.

John A. Ewton, who is remembered as a bookman in the southwest, has become the secretary of the "150,000 Club" of Dallas, Texas. Recently he made a speech on the subject of "Publicity" as applied to municipal growth and prosperity. Ewton was a fine bookman, but he is a whirlwind as a boomer of the City of Dallas.

Frederick C. Hodgson, representative of Ginn & Company in the state of New York, was elected vice-president of the Hudson River Schoolmasters' Club at a recent banquet of the club held at Albany, N. Y.

C. D. Williamson, Ohio agent for Rand, McNally & Company, was married in January to Miss Mary F. Parsons of Granville, Ohio.

Otto Focht, who represents the Macmillan Company in the West, is taking a rest at Port Allegany, Pa. Mr. Focht has been working quite hard for several years and lately it was discovered that his physical condition was run down and that at least a year's rest was required to restore him to his former health. He will probably not return to his work again until the beginning of next year.



MR. H. A. WHIPPLE

Formerly Superintendent of Schools at Baraboo, Wis., who has become Wisconsin representative for Houghton, Mifflin & Company.

Question



Answer

Question: superintend architecture my question

We expect spring. It story and b

cided wheth concrete, de will be, etc

our own, others. W contractors

Now if along the li heating, ve anything y will make

Grand Mar Answer: give you ex require. V

We can ployment tect. Or, schoolhous mit plans.

The scho should the the subject to proceed

a modern, ing. The knowledge

After d room built or not you room. T

to decide size you assembly

After matter of in the lig to bases supply o

Question one of hot air steam pl I can ge in regar

The b rant the but I w work is of Scho

Answer heating Heating Carpen books a Compan

We d to mak

Questions and Answers.



Under this heading all ordinary questions on school administrative problems are answered. If an immediate reply by letter is requested a stamped, self-addressed envelope should be enclosed. If the case requires special investigation a reply should not be looked for in less than a week's time. Unless specially stipulated the answer will appear in this column.

An Eight-Room Schoolhouse.

Question: In corresponding with our state superintendent, J. W. Olsen, concerning school architecture, etc., he referred me to you. Hence my question.

We expect to build a new school house this spring. It will doubtless be an eight room, two story and basement building. We have not decided whether to build of wood, stone, brick or concrete, depending somewhat on what the cost will be, etc. Of course we have some ideas of our own, but would be pleased to consider others. We have not done any business with contractors yet.

Now if you can give us any information along the lines of material, design, architecture, heating, ventilating, decorating, contracting or anything you may consider of interest to us, we will make it right with you. Alden J. Laidlaw, Grand Marais, Minn.

Answer: "Bruce's School Architecture" will give you exactly the information you desire and require. We have sent a copy to you.

We cannot emphasize too strongly the employment of an experienced schoolhouse architect. Or, in other words, none but experienced schoolhouse architects should be invited to submit plans.

The school board members and superintendent should themselves have some definite views on the subject and gather the knowledge necessary to proceed in the planning and construction of a modern, sensible and economical school building. The above mentioned book will supply that knowledge.

After determining that you require an eight room building there arises the question whether or not you will have an auditorium or assembly room. The money at your disposal will have to decide this, although no schoolhouse of the size you propose is quite complete without an assembly room.

After you have secured a correct plan the matter of building material must be determined in the light of local conditions, the accessibility to bases of supply, shipping facilities, cost and supply of skilled labor, etc.

Heating and Ventilation.

Question: We are contemplating changing one of our school buildings from the Smead hot air system of heating and ventilating to a steam plant. Will you kindly advise me where I can get the best books, catalogues or direction in regard to this matter?

The building is small and will scarcely warrant the employment of an outside engineer, but I would like to be able to know when the work is properly done. Jas. J. Palmer, Supt. of Schools, Greenville, Pa.

Answer: The best books on the subject of heating and ventilation are the following: Heating and Ventilating Buildings, by Rolla C. Carpenter, and Billings on Heating. These books are published by D. Van Nostrand & Company, New York City.

We do not see, however, that it will pay you to make a study of the subject because it will

be next to impossible for you to lay out a heating system. No layman should attempt this. The books in question are intended for practical engineers and would hardly give you the desired information.

We would advise you to write to Mr. H. J. Gilson, agent for the Johnson Service Company of Pittsburg, Pennsylvania. He understands heating and ventilation for schoolhouse purposes and will direct you to some firm that will give you a serviceable system at a reasonable cost.

THE SCHOOLS AND POLITICS.

The Indianapolis school board has adopted the following rule:

"The policy of the board forbids employes from active participation in politics during political campaigns, and no employe shall serve on the campaign committee of either party or engage in the work of primary political organizations during the day time. Any violation of this policy shall be deemed cause for dismissal."

In all our conflicting arguments and opposing ideas concerning the proper management of the public schools we should stick pretty close to this one incontrovertible truth, that the public schools are for all the people, says an Ohio editor. They were not originated by the Republican or the Democratic party. They are not maintained for the education of young Democrats or young Republicans or young Socialists or young Prohibitionists. They are the common property of all and the priceless heritage which the republic vouchsafes to the people for their advancement and its own perpetuity.

In transacting the business of the public schools let the welfare of the schools be the primary consideration, instead of the welfare of some political party. So with the police department, the fire department and every other branch of the public service. Efficiency and honesty are more to be desired in every branch of our municipal government than loyalty to party.

And everywhere men are beginning to realize the fact that if they have been elected to office by this or that party the very best partisanship that they can display is by being faithful to the trust reposed in them by the people regardless of what the bosses would have them do. If this course were more generally adopted by office holders we would have better schools, better fire protection, better everything, with less outlay on the part of the taxpayer and more real happiness among all classes of citizens.

TO LIMIT FREE EDUCATION.

In our desire to put higher education within the reach of those who value it, but cannot afford it, Dr. Hadley of Yale thinks we are creating "a body of citizens who are making a poor living as lawyers and clerks instead of making a good living as craftsmen or machinists." In other words, because education is free people are encouraged to study things they do not value and cannot use. This is merely piling up learning for its own sake and not because of its practical value. The remedy for this state of things, the overdoing of education, Dr. Hadley argues lies in a practically universal system of technical education. To quote:

"The development of a really good technical school system should result in relieving our high schools of some of the most expensive and least efficient parts of their present work. If it were frankly recognized that it would be better for the public to have students go into a technical course at once instead of studying a year or two longer in the high schools the regular high school courses could be made so much more compact and so much reduced in number that we could have better teaching at less expense and pay high salaries to a small force of instructors

instead of low salaries to a large one. And what is true of the high school in this respect is measurably true also of the college. Once let the technical school come to its true place in our educational system and we can drop from our high schools and colleges a great many of the so-called 'practical' courses which usually cram the pupil with facts that he will have to unlearn in after life and are really most impractical."

Dr. Hadley would have education divided into three parts, beginning with a free compulsory common school education. This should be followed by a technical education, neither compulsory nor free, for the lower mechanical trades and for the technical learned professions, as engineering, medicine and law. General education, if any, should come between the common school period and the beginning of technical study. Technical study, the doctor thinks, would prove so advantageous to the students that they or their parents would look upon the fees as a commercial investment.

CONSOLIDATION IN INDIANA.

The state of Indiana has for the last few years taken up the question of the consolidation of country schools in a decided manner. Seven hundred small country schools have been abandoned since the movement toward consolidation of country schools started.

These schools have given way to 280 consolidated schools. Reports show that of ninety-one counties reporting the people of forty-three agree that after fair trial, they are in favor of consolidation. People of nine counties are against consolidation.

An average of 8,312 children were transferred to consolidated schools every day during 1905, at an average daily cost of \$824.85 and at an average cost of \$1.68 per day per wagon. The wagons carry an average of seventeen children.

Washington, D. C. By a unanimous vote the board of education recently decided to abolish its former star chamber sessions. The matter was the subject of much discussion, but the majority sustained that secret sessions were undesirable and unnecessary.

COFFEE vs. COLLEGE.

Student Had to Give Up Coffee.

Some people are apparently immune to coffee poisoning—if you are not, Nature will tell you so in the ailments she sends as warnings. And when you get a warning, heed it or you get hurt, sure. A young college student writes from New York:

"I had been told frequently that coffee was injurious to me, and if I had not been told, the almost constant headaches with which I began to suffer after using it for several years, the state of lethargic mentality which gradually came upon me to hinder me in my studies, the general lassitude and indisposition to any sort of effort which possessed me, ought to have been sufficient warning. But I disregarded them till my physician told me a few months ago that I must give up coffee or quit college. I could hesitate no longer, and at once abandoned coffee.

"On the advice of a friend I began to drink Postum Food Coffee, and rejoice to tell you that with the drug of coffee removed and the healthful properties of Postum in its place I was soon relieved of all my ailments. The headaches and nervousness disappeared entirely, strength came back to me, and my complexion which had been very, very bad, cleared up beautifully. Better than all, my mental faculties were toned up, and became more vigorous than ever, and I now feel that no course of study would be too difficult for me." Name given by Postum Co., Battle Creek, Mich.

There's a reason. Read the little book, "The Road to Wellville," in pkgs.



Continued from page 15.

their illustrations the learner is made to reason toward his definitions and rules. The arrangement is orderly and logical.

There are abundant exercises both for analytic and constructive work. Material for illustration has been selected for its literary merit. It is not improvised, senseless matter. A chapter is added on composition writing. Here the directions and suggestions are of the most practical character.

There are books on English writing that are characterized by a wearisome sameness. They fail to interest. There is little in them that calls for thinking. They make little impression and are soon forgotten. The points made in this book are simple, clean and likely to "stick." English grammar used to be considered a dry study. There is a freshness about this book that is adapted to make it interesting as well as practical.

Europe on \$4 a Day.

By Charles Newton Hood. Paper covers, 50 cents. Published by the Rolling Stone Club, Medina, N. Y.

This little pamphlet is an account of an experimental trip to Europe taken by the author and his wife. The tour lasted seventy-five days and included Naples, Rome, Florence, Venice, Milan, Lake Como, Lucerne, Basle, Paris, Rouen, London, Stratford, Chester, Liverpool. The entire cost of the trip, including all expenses, amounted to less than \$300 each, or \$4.00 per day. The book is interestingly written and both suggestive and helpful for prospective tourists.

Longfellow's Miles Standish.

And Minor Poems. Edited by Will David Howe, Butler College. 16mo., cloth. Price, 25 cents. The Macmillan Company, New York, Chicago.

Longfellow's poems are too well known to require any comment here. The editor has shown excellent judgment in compiling the present volume and selecting those poems of Longfellow which are suitable for elementary school reading. The notes on the texts are complete and accurate.

The Physical Nature of the Child.

And How to Study It. By Stuart H. Rowe, Ph. D., Brooklyn, N. Y. 211 pages. Price, 90 cents. The Macmillan Company, New York, Boston, Chicago.

"Action is the first law of growth," is the proposition with which the author begins. The varying capabilities in children for mental and physical action call for an explanation. The physical conditions of children affect their mental conditions. The teachers' work is supposed to deal with the mental activities of the children. Therefore it is a part of his work to watch physical conditions. The author treats of all the common forms of the child's disabilities, and suggests practical remedies. He may watch for defects in the senses;—sight, hearing, touch, taste, smell, muscular sense and temperature sense, look for the cause and the remedy. Motor ability, enunciation, fatigue, nervousness are matters that the teacher must carefully watch. Ignorance or carelessness on the part of parents is often responsible for much that is wrong. The tactful teacher may often do much to correct unfavorable tendencies in spite of the parents' neglect. The child has to run a gauntlet of diseases. The teacher may be on the lookout for indications and take all necessary precautions. Habits of posture and movement need watching, and physical exercise under the direc-

tion of the teacher may be made to promote health and vigor, both of body and mind.

Studying to advantage and the economy of energy come directly under the teacher's supervision, and he fails in his duty if he does not give these matters his careful attention. Not the least important part of the book is that which relates to the period of growth and adolescence. The teacher that tries to do his whole duty will not neglect anything that concerns the well-being of the pupil, physical, mental and moral. The book ought to be read by every teacher. It is suggestive and helpful.

TEXT BOOK NEWS.

New York. A bill providing for uniformity and reasonable prices of school text books has been recently introduced in the state legislature. The measure provides that the secretary of state, the commissioner of education and the chancellor of the university of the state of New York shall constitute a board to be known as the "State School Text Book Board." This board shall advertise and secure the lowest wholesale prices on text books. The governor shall name a board of nine educators who will select the text books best adapted to use in this state, and who will act in an advisory capacity to the text book board. The text books selected are to be issued to the school children at ten per cent of the original cost.

Marshalltown, Ia. An interesting phase of the text book battle which is being fought in this vicinity is the recent action of a prominent book company. According to reports this concern has sent local agents into every township in the county with petitions to be signed by farmers, asking the board not to change the present books in use. Of course it is understood that the books now in use are products of this house.

The Wynne bill, recently introduced in the state legislature of Ohio, provides for free text books and supplies for public school children throughout the state. The exact conditions of the proposed measure are as yet unknown. According to the statements of prominent officials in Cleveland and other cities one effect of such a law would be to draw children from other schools to the public schools, where they could get free books as well as free tuition.

In a recent interview W. C. Hazzard, Wisconsin representative for Silver, Burdett & Co., dwelt upon the subject of retrogression in the matter of publishing text books for schools. He said:

"There is danger of retrogression in the matter of publishing text books for schools. The up-to-date text books are the result of the best brains and ideas of the most progressive educators of the day, and it is but natural to believe that they are making progress in their chosen line of activity, just as other men are making progress in their respective lines. Mistakes are made sometimes, it is true, but the text books of today as a general thing are better than those of a generation ago. The changes are made so gradually, the text book writers feel their way so carefully, that the progress is in the main sure and certain. The idea that the educators are getting back to the principles of forty years ago is not correct. In fact, efforts have been made by some publishers to push the sale of text books which were the product of the best thought of twenty years ago and they have utterly failed.

"In teaching writing, for instance, the present tendency is towards a modified slant, not the old-style Spencerian slant nor yet the more modern vertical writing. In arithmetic, the so-called topical treatment is regarded with favor. The multiplication table was formerly taught abstractly. Now it is being taught objectively, with the aid of concrete material. The education of the child is being accomplished along lines calculated to fit him for business and pro-

fessional life, not merely to make a scholar of him."

Charles B. Gilbert, formerly superintendent of schools at Rochester, New York, has written a professional book entitled "The School and Its Life," which will soon be issued from the press of Silver, Burdett & Company. It is a discussion of the problems of school administration, especially of internal administration. In a sense, it represents the sum of Mr. Gilbert's many years' experience of successful school management.

San Francisco, Cal. The custom collector recently held at this port a consignment of American school text books, printed in Japan, pending further investigation as to their admissibility. There are first, second, third and fourth readers, which it is stated are a violation of a copyright of readers used in the public schools of the United States. The wholesale price is invoiced as 7½ cents per copy. The wholesale price charged by the American publishers is 50 cents per copy, 800 per cent higher.

The publication of an algebra for secondary schools by Professor Webster Wells is announced by D. C. Heath & Company. Striking features of the work are: the early introduction and full development of the Graph; the adequate treatment of factoring; the freshness of the problems, no one of which has appeared in a previous book in the series; the emphasis given to problems relating to physics and the use of the notation of physics in the drill exercises. Solutions are required throughout the book for other letters than x, y, and z.

Superintendent Emerson of Buffalo, N. Y., has asked for an additional \$5,000 to be used in purchasing free school books for the poor.

After an experience of twenty years in furnishing the schools with free text books, Washburn, Wis., has changed the rule. When the children of the poor call for free books hereafter they will be paid for from the poor fund.

Superintendent Martindale of Detroit has asked for \$15,000 for immediate use in buying text books.

FOOD AND STUDY.

A College Man's Experience.

"All through my high school course and first year in college," writes an ambitious young man, "I struggled with my studies on a diet of greasy, pasty foods, being especially fond of cakes and fried things. My system got into a state of general disorder and it was difficult for me to apply myself to school work with any degree of satisfaction. I tried different medicines and food preparations but did not seem able to correct the difficulty.

"Then my attention was called to Grape-Nuts food and I sampled it. I had to do something, so I just buckled down to a rigid observance of the directions on the package, and in less than no time began to feel better. In a few weeks my strength was restored, my weight had increased, I had a clearer head and felt better in every particular. My work was simply sport to what it was formerly.

"My sister's health was badly run down and she had become so nervous that she could not attend to her music. She went on Grape-Nuts and had the same remarkable experience that I had. Then my brother, Frank, who is in the postoffice department at Washington city and had been trying to do brain work on greasy foods, cakes and all that, joined the Grape-Nuts army. I showed him what it was and could do and from a broken-down condition he has developed into a hearty and efficient man.

"Besides these I could give account of numbers of my fellow-students who have made visible improvement mentally and physically by the use of this food." Name given by Postum Co., Battle Creek, Mich.

There's a reason. Read the little book, "The Road to Wellville," in pkgs.

378

TEX

Fitchburg, spellers has schools.

Pekin, Ill.

Education ha

for use in th

Jackson, T

selected for

The Mari

adopted Mon

ican History

Le Mars,

books for use

Iowa, recent

education re

Readers:

Arithmetic

Geography

vanced; Red

Grammar:

position.

Physiology

Body; Colto

History: I

try; Montgo

Writing:

dial System.

Music: G

Spelling:

Algebra:

Civics: I

Physics: I

Economics

Agricultur

Commerci

Methods.

Providence

Arithmetic

Louisiana

well has not

the state tha

tracts old

April 1st, 19

Rockford,

been used f

by the South

Wapallo,

books was l

The followi

Readers an

ings; Milne

Geographies

Krohn's Gr

Ginn & Company

Publishers
of
School and
College
Text
Books

378-388 Wabash Ave.,
Chicago, Ill.

TEXT BOOK ADOPTIONS.

Fitchburg, Mass. The Chancellor Series of spellers has been recommended for use in the schools.

Pekin, Ill. The Prang Text Books of Art Education have been adopted by the school board for use in the graded schools.

Jackson, Tenn. Culler's Elements of Physics selected for high school use.

The Marion County (W. Va.) board has adopted Montgomery's "Leading Facts in American History."

Le Mars, Ia. The authorized list of text books for use in the schools of Plymouth county, Iowa, recently adopted by the county board of education reads as follows:

Readers: Cyr's, 1 to 5 inclusive.

Arithmetic: Milne's; Hall's Number Primer. Geography: Natural, Elementary and Advanced; Redway's Physical.

Grammar: Reed's; Sykes' Elementary Composition.

Physiology: A Primer of Health; A Healthy Body; Colton's.

History: First Steps in History of Our Country; Montgomery's.

Writing: Heath's Slant System; Ginn's Medial System.

Music: Gantvoort's Music Reader.

Spelling: The Modern Spelling Book.

Algebra: Wells' Essentials.

Civics: Iowa and the Nation.

Physics: Hoadley's Briefer Course.

Economics: Davenport's Elementary.

Agriculture: Goff and Mayne Elementary.

Commercial: Teller and Brown's Business Methods.

Providence, R. I. Atwood's Commercial Arithmetic adopted for high school use.

Louisiana. State Superintendent J. B. Aswell has notified the parish superintendents of the state that under the uniform text book contracts old books may not be exchanged after April 1st, 1906.

Rockford, Ill. Hall's Arithmetic, which has been used for many years, has been supplanted by the Southworth-Stone arithmetics.

Wapallo, Iowa. The contract for rural school books was let recently at Louisa county, Iowa. The following books were adopted: Baldwin's Readers and Wheeler's Supplementary Readings; Milne's Arithmetic; National Series of Geographies; McMaster's U. S. History; Krohn's Graded Lessons in Hygiene; Milne's

Elements of Algebra; Webster's Dictionaries; Eggert's School and Farm (an elementary work in agriculture); Mace & Geiser's Government of Iowa (superceding Civil Government); Webster & Cooley's Language and Grammar Series; Syke's English Composition; Smiley's American Literature; Gilbert and Brigham's Physical Geography; Modern Music Series with supplementary course; First Book in Business Methods; Number Foundations.

During the last half of 1905, 1,250,000 school books were distributed in Mississippi.

Warren, O. "Brooks' Composition and Rhetoric" has been adopted for use in the high school.

Dolgeville, N.Y. Adopted Burgen's Elements of Botany.

The following list of text books has been adopted for use in the public schools of Pocahontas Co., Iowa: The Baldwin Primer, First, Second and Third Year Readers; Art Literature Primer and First Readers; Baldwin's Combined Fourth and Fifth Reader and Combined Sixth and Seventh Reader; The Mother Tongue, Books One and Two; Language Book; Natural Elementary Geography; Natural Advanced Geography (Iowa edition); Eggleston's First Book in American History; McMaster's School History of the United States; White's First Book of Arithmetic (New Century edition); White's New Complete Arithmetic; Krohn's Physiology (two books); Ginn & Co.'s Writing Books (medial); Modern Spelling Book; Wentworth's First Steps in Algebra; Webster's Primary and Academic Dictionaries, Webster's Academic Dictionary (with index); Our State and Nation; Modern Music Reader; White's Outline Studies in History of United States.

Ringgold County, Iowa. Adopted: Milne's Arithmetic; Overton's Physiology; Baldwin Readers; Ginn Histories; Our State and Nation; First Principles of Agriculture.

The following list of text books have been adopted for use in the Polk County, Iowa, schools: Wheeler's Primer, W. H. Wheeler & Co.; Baldwin Readers, Ray's Modern Practical Arithmetic, Morton's Geographies, Barnes' Histories, Overton's Physiologies, Spencer's Copy Books, American Book Co.; Number Foundations, Newson & Co.; Hyde's Language Lessons, Book I, D. C. Heath & Co.; Longwell's Grammars, W. M. Welch Co.; Bartlett's Music Reader, Jordon Bros.

Brooks' Composition and Rhetoric has been adopted in the high school of Warren, Ohio.

Allison, Iowa. Butler County has selected the following list of text books for use in the rural schools: Heath's readers, D. C. Heath & Co.; Jones' readers, Ginn & Co.; Frye's geographies, Ginn & Co.; Montgomery's histories, Ginn & Co.; Krohn's physiologies, D. Appleton

FAMOUS MEN of Greece, Rome and Middle Ages

These Biographies of Famous Men are historical stories and are told in a way to attract and hold the child's interest. They have been prepared to meet the recommendations of the Committee of Ten and the Committee of Fifteen, and the practice of the best schools, and are preparatory for the later formal study of history. Three things are notable concerning the books:—

1. The simple style of the language, which adapts them to the third and fourth reader grades.
2. These stories are arranged in chronological order and are connected so that, together, they make complete histories of the times.
3. The illustrations present the most complete collection of photographs of historical paintings ever published.

By using these books as supplemental readers and making the stories the basis for conversation and composition work the pupils will be able, by the time they reach United States History, to recognize its proper historic relation to the world's history.

UNIVERSITY PUBLISHING CO.
27-29 WEST 23rd ST., NEW YORK.

& Co.; Smith's arithmetics, Ginn & Co.; Macy & Geiser's civics, Fullerton's Choice Songs, Reed & Kellogg's grammar, Morse's copy books.

Terre Haute, Ind. Webster's Rhetoric and Ashton & Marsh's Trigonometry have been adopted for use in the public schools.

Freeport, Ill. The board of education recently decided to take on trial for one year "Greene's Government of Illinois" and "Sykes Elementary Composition" for use in the first year of the high school.

Galesburg, Ill. Coleman's Physical Laboratory Manual has been adopted for the schools as a text book on physics.

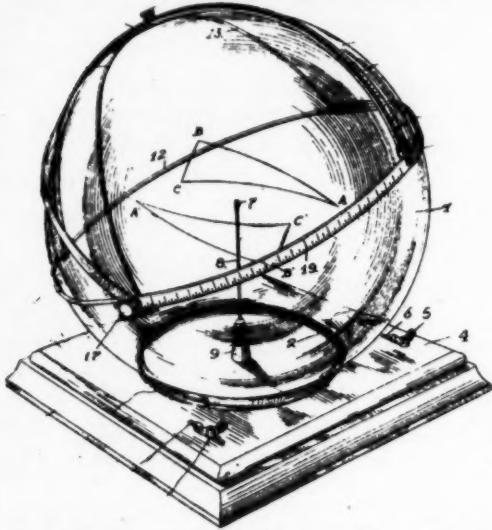
Two French books for young beginners are about to be published by D. C. Heath & Company, publishers, Boston: Mansion's First Year of French for Young Beginners, consisting of grammar, reading, exercise work and composition, the grammar being limited to the most easy tenses of the indicative mood and the essential components of the simple sentence; and the Methode Henin, by Mr. Henin, Instructor in St. George's School, Newport, R. I., a series of conversations based on limited vocabularies. This latter book can be used not merely with young beginners, but it is also usable with elementary conversational beginning classes of older pupils.

Chicago, Ill. The board of education must pay annually about \$10,000 for replacing broken window panes. To guard against boys breaking windows a "window" detective has been appointed who will apprehend the culprits and get their parents to pay for any destruction. The board does not wish the police department to take a hand in the matter, as they insist upon serving a warrant and dragging young boys to the courts.



RECENT PATENTS.

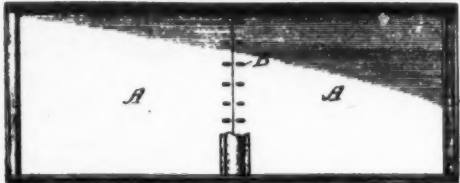
EDUCATIONAL DEVICE FOR TEACHING SPHERICS.—
Roy E. Dickerson, Boulder Creek, Cal.



An educational device for teaching spherics, comprising a transparent, hollow, spherical board, having an open foot; a base on which the board is supported by its foot, and a clamping device engaging the foot for removably connecting the board with the base.

An educational device for teaching spherics, comprising a transparent, hollow, spherical board, having an open foot by which it is supported; a base with means for detachably connecting the board thereto, and means on the base for supporting accessory devices within the transparent, hollow board.

BLACKBOARD. Thomas H. Costello, Chicago, Ill.



A blackboard comprising a flexible metallic foundation, and a flexible pigmented abrasive layer on the foundation.

In a blackboard a flexible metallic foundation having elongated openings for attaching the same, and a flexible pigmented abrasive layer on the foundation.

In a blackboard a foundation of flexible steel, and a flexible pigmented abrasive layer on the foundation.

DEVICE FOR TEACHING PENMANSHIP.—Ralph W. Manuel, Minneapolis, Minn.



A device of the character described, comprising an envelop having a back constituting a

writing-base for a practice-sheet and having the side edges of the front thereof turned over the corresponding edges of said back and secured, the device being formed, near adjacent corners thereof, with sets of alining openings extending through the three thicknesses of material thus provided, a stack of copy-slips having openings therethrough near the ends, and fastening-cords for said slips extending through the latter openings and through those of each set of said alining openings.

SUPPLIES AND FURNITURE.

Mounting boards are a very necessary article in every classroom. The Prang Educational Co. of New York City has recently placed upon the market a ten ply board which is pronounced as being excellent. It is sand gray in tone, and hard, and alike on both sides. It furnishes a most effective background for mounting all kinds of drawings, whether done in black and white or in color. Its cheapness as well as its harmonizing quality should commend it to those who desire to preserve the best specimens of class work, or who are preparing exhibits for local or other purposes.

Cleveland, Ohio. The board of education, at a recent meeting, decided to set aside, from the contingent fund, a certain amount of money, in two items, for the use of high school principals. It is proposed to use the money in one item for the purchase of apparatus, laboratory supplies, etc. Heretofore each principal has applied to the school director for necessary apparatus. The director often has felt that he was not in a position to decide whether or not the purchase was necessary. The proposed plan contemplates the placing of responsibility upon the principal, who will have a certain amount of money at his disposal and who will realize that the amount must not and cannot be exceeded.

Portland, Me. The school board recently adopted Milton Bradley's System of Color for use in the schools.

Toledo, O. The board of education has determined that bids shall be advertised for on all contracts amounting to \$300 and over. In the past the practice has been to advertise only when the contract exceeded \$1,500. On smaller amounts letters soliciting bids and enclosing specifications were written to a select number of firms. This practice has been found more expensive than advertising and has given cause for the charge that the board was favoring certain firms.

Holyoke, Mass. The Milton Bradley System of Color has been adopted for use in the schools.

Cohoes, N. Y. The Smith Premier Typewriter Co. has been successful in selling ten typewriters to the board of education.

The so-called Semi-kiel crayons are manufactured by Tresidder & Co., 95 and 97 West Kinzie street, Chicago. This firm makes a specialty of wax and oil crayons.

The Franklin Crayon Co. is located at Rochester, N. Y.

Churchill & Spalding, Chicago, have just issued a handsome catalogue on the Durand Steel Lockers for schools and colleges.

Providence, R. I. The Milton Bradley System of Color has been introduced in the public schools.

A NEW SCHOOL PENCIL

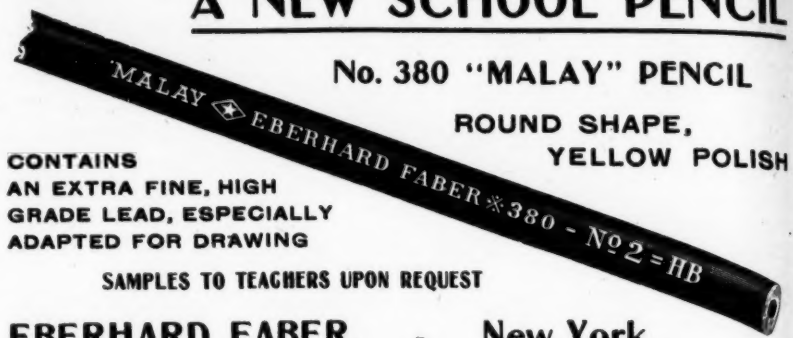
No. 380 "MALAY" PENCIL

ROUND SHAPE,
YELLOW POLISH

CONTAINS
AN EXTRA FINE, HIGH
GRADE LEAD, ESPECIALLY
ADAPTED FOR DRAWING

SAMPLES TO TEACHERS UPON REQUEST

EBERHARD FABER, - New York



Portable schools should not be erected when a more substantial building can be secured. But during temporary overcrowding of the schools portable buildings have rendered valuable service. All leading cities have them. The American Portable House Co., of Seattle, Wash., is now supplying them ready made at reasonable cost.

Des Moines, Iowa. The board of education recently purchased from the American School Furniture Co. 325 seats at a total cost of about \$600.

Springfield, Mo. In a report made to the board of education by a number of school medical examiners it was recommended that green chalk be dispensed with as there was not enough contrast between it and the blackboard. It was also advised that all boards should be properly lighted with artificial, shade lights.

S. D. Kiger & Company of Indianapolis have received an order for thirty-five wagons specially built for carrying children to and from school. School authorities who require vehicles of this character may obtain circulars and price list by writing the firm.

Dallas, Texas. The board of education has decided to purchase a number of dumbbells for a certain school as an experiment. The pupils of each room are to take at least fifteen minutes of exercise with the instruments each day.

Tacoma, Wash. The Johnson Service Company has been awarded the contract for the installation of a program clock system in the new high school. There will be one master clock and fifty-six smaller ones. This bid was the lowest, being \$1,975.00.

SEEING EYES SAVES MONEY
BRAIN TIME MONEY BUYS THE BEST

The Williams
VISIBLE TYPE-WRITER

FREE CATALOGUE AGENTS WANTED

THE WILLIAMS TYPEWRITER CO.
NEW YORK 317 BROADWAY FACTORY AND GENERAL OFFICES: LONDON 57 HOLBORN VIADUCT, DERBY, CONN., U. S. A.

Columbus, ing the eyesig in the county made according chart tests.

Rochester, recently purcha writers for

Centerville, has purchased world.

Cleveland, principals it w cation to set

of \$1.25 per chasing of su braries in ac the board. used for purc maintaining

New Haven of Color adop

Dunkirk, M cently purch writers.

Prang Pla Educational

useful in clas home study many varieti showing mast architecture a in schools and none that sur the reprodu

Western so obliged to pa supplies and

great distanc siderable. T

cated at San school mercha with a saving

The "Kirk Harry D. Ki as standard school author

a barrel.

An article steady marke been on the continues to

The "Delta tute for the neater and b

pies no floor and spilled.

be purchased Delta Manuf Chicago, Ill.

Wellsville, installed seve

Columbus, Ind. The Snellins chart for testing the eyesight has been placed in every school in the county. The seating of pupils will be made according to the records taken from the chart tests.

Rochester, N. Y. The board of education recently purchased seven Smith Premier Typewriters for use in the schools.

Centerville, S. D. The board of education has purchased a supply of relief maps of the world.

Cleveland, Ohio. At a recent meeting of principals it was decided to ask the board of education to set aside a supply fund on the basis of \$1.25 per pupil. This fund is for the purchasing of supplies and the maintenance of libraries in accordance with a recent action of the board. From this amount \$1.00 is to be used for purchasing of supplementary books or maintaining libraries.

New Haven, Conn. Milton Bradley System of Color adopted for use in schools.

Dunkirk, N. Y. The board of education recently purchased five Smith Premier Typewriters.

Prang Platinettes, a product of the Prang Educational Co. of New York, N. Y., are very useful in class picture study in schools and for home study reproduction. Although there are many varieties of small prints on the market showing masterpieces of painting, sculpture and architecture and designed for class picture study in schools and for home study classes, there are none that surpass these in the artistic quality of the reproduction.

Western school people have for years been obliged to pay heavy freight charges on school supplies and equipment bought in the east. The great distance has also made the time factor considerable. The Whitaker & Ray Company, located at San Francisco, can furnish standard school merchandise at the current market prices, with a saving of freight charges and time.

The "Kirk School Inks," manufactured by Harry D. Kirk, Chicago, have been recognized as standard for years. The firm can supply school authorities any quantity from a pint to a barrel.

An article of true merit cannot fail to find a steady market. The Gem Pencil Sharpener has been on the market for a number of years and continues to sell as well as ever.

The "Delta" waste poke is the modern substitute for the old fashioned waste basket. It is neater and better than a basket in that it occupies no floor space and cannot be tipped over and spilled. It is made in three sizes and may be purchased from school supply dealers or the Delta Manufacturing Co., 131-147 Fulton street, Chicago, Ill.

Wellsville, N. Y. The school board recently installed seven Smith Premier Typewriters.

DEATH OF FREDERICK T. TOWNE.

While addressing a thousand men in the employ of the Yale & Towne Mfg. Co. at Stamford, Conn., February 4, Frederick T. Towne, general superintendent of the great enterprise, was stricken and in a brief time was dead.

Mr. Towne, who was the youngest son of Henry R. Towne, the president, was a native of Stamford, born March 5, 1872, and had devoted years to close study and searching investigation in preparing for an intelligent and successful career. Upon leaving the Massachusetts Institute of Technology, where he went after going through the Stamford schools, he entered the employ of the Yale & Towne Company and worked his way from the lowest to the highest grade, becoming complete master of every detail of the establishment. He also familiarized himself with the affairs of the business department and was thus fitted to assume, first, the duties of assistant general superintendent, and then general superintendent. In this place of vast responsibility he lacked in no respect.

He was just to those under him—looked after their health, comfort, happiness and education. Though an exceedingly busy man, Mr. Towne found time to devote to the educational and other interests of his home city and was respected by all classes. His death will be mourned by a large circle of friends and acquaintances who had learned to love him as a man of sterling character, genial disposition and noble purpose.

Boston has a Public School Association with 10,000 members. At a recent meeting the association voted that the Boston school board is "very nearly perfect."

Pekin, Ill. Prang's drawing books have been adopted for use in the schools.

HEATING AND VENTILATION.

The Harrisburg, Pa., technical high school annex has been heated by the American Heating and Ventilation Co.

Lewis & Kitchen, heating and ventilating engineers and contractors, Kansas City, Mo., have been awarded the contract for the three new school buildings at Muskogee, I. T.

These schools are to be equipped with the furnace fan system, automatic regulation, American ventilated latrine flushing closets, with a complete system of plumbing.

The same firm has been awarded the contract for heating and ventilating the McKinley and Garfield schools, Oklahoma City, O. T. The latter to be equipped with blast steam system, sanitary closets and plumbing fixtures.

SCHOOL HOUSE SANITATION.

The health officer, a school director and the building inspector constitute a commission to examine school buildings in Toledo to ascertain which are sanitary and which are unsanitary.

A Vermont college professor declares that from 30 to 50 per cent

THE RIVERSIDE LITERATURE SERIES

LATEST ISSUES

Spenser's The Faerie Queene. Book I. Paper, .30. Cloth, .40

Edited by Martha Hale Shackford, Ph. D., Instructor in English Literature in Wellesley College No. 160.

Dicken's A Tale of Two Cities. - Paper, .45. Cloth, .50

Edited by R. Adelaide Witham, recently Head of the English Department, Classical High School, Providence, R. I. No. 161.

Shakespeare's Henry V. - Paper, .15. Cloth, .25

Edited by Edward Everett Hale, Jr., Professor of English in Union College. No. 163.

HOUGHTON, MIFFLIN & COMPANY,

BOSTON

NEW YORK

CHICAGO

of the pupils of the public schools of the country suffer from near-sightedness, and alleges that this arises from the pupils leaning over their desks to pursue their studies. He claims, also, that this attitude, so common in most if not all of the public schools, is the cause of much of the round-shoulder habit found in so many mature men. He suggests as a remedy for both these faults that the users of books and papers should, as far as possible, raise their work to an angle of forty-five degrees before, not under, the eyes. This will give erect form and direct, clear vision.

In St. Louis lectures on consumption and how to ward against it are being given in some of the schools.

Chicago, Ill. The public library board of Chicago became much agitated recently over the possibility of books spreading contagious diseases, and so put a special committee to work on the subject. The chairman of this committee is a celebrated scientist, and when the committee reported the doctor had several glass tubes containing various germs obtained from the books. Out of the fifty examined not one was free from them. The unanimous opinion was that books undoubtedly spread disease.

Louisville, Ky. A rule has been passed by the board of education providing for the placing of placards in every school room of the city in accordance with the desire of the Kentucky Anti-Tuberculosis Association. They contain information and advice regarding the prevention of contamination, and it is hoped that they will be of benefit to the children. Spitting and putting foreign matter in the mouth is especially condemned. This practice has been carried out in many eastern cities.

Cleveland, Ohio. Janitors must not sweep the halls or any part of the school building during school hours was the recent edict of the director of schools. It was stated that the sweeping of the corridors during school time was injurious to the pupils.

Teacher: Where did George Washington live after he retired from public life?

Small Boy: In the hearts of his countrymen.

Western School

People needing Furniture, Blackboards, Maps, Charts, Globes, Books or Supplies of any kind, WRITE US.

Our line is complete. Our prices are right.

THE WHITAKER & RAY CO.

711 Mission St., San Francisco



CLASS PINS OUR SPECIALTY

If interested in Class Pins, write to us. We will make for you, free of charge, special and original designs executed in colors. Be sure to let us know what your class colors are, and about how many pins you can use; we will then quote you our lowest net figures.

We do first-class work only, and at very reasonable prices.

Bunde & Upmeyer Co., Jewelers, 71-75 Wisconsin Street, MILWAUKEE, WIS.

NERVOUS DISORDERS

The nerves need a constant supply of phosphates to keep them steady and strong. A deficiency of the phosphates causes a lowering of nervous tone, indicated by exhaustion, restlessness, headache or insomnia.

Horsford's Acid Phosphate

(Non-Alcoholic.)

furnishes the phosphates in a pure and abundant form. It supplies the nerve cells with health-giving life force, repairs waste, restores the strength and induces restful sleep without the use of dangerous drugs. **An Ideal Tonic in Nervous Diseases.**

If your druggist can't supply you we will send a trial size bottle, prepaid, on receipt of 25 cents.
Rumford Chemical Works, Providence, R. I.

At Summer School.

Instructor: Mr. Wellon, can you give me a definition for the word "work"?

Normalite: Yes, sir. Everything is work.

Instructor: Um-m-m. Well, would you say this desk was work?

Normalite: Yes, sir—woodwork.

A Jolt.

A Boston public school teacher, says the Ladies' Home Journal, was trying to give her pupils a definite idea of a volcano. With red chalk she drew on the blackboard fiery flames issuing from a mountain top. When the drawing was done, she turned to the class before her and said: "Can any of you tell me what that looks like?" "It looks like hell, ma'am," replied one of the youngsters, with startling promptness.



Teacher: How exquisitely you have painted that school room scene! What a blissful atmosphere! What is its title?

Artist: Where ignorance is bliss, 'tis folly to be wise!

Begriffen?
Amerikaner (zum deutschen Sprachlehrer): „Ich höre so oft das Wort „Begriff“, was ist das: Begriff?“
Lehrer: „Um, das ist nicht so leicht zu erklären. Sie werden mich vielleicht am besten verstehen, wenn ich sage: „Alles, was wir unter dem Begriff des Begreifens begreifen, das begreifen wir unter dem Begriff eines Begriffes zusammen. Begriffen?“

EVERYBODY'S PAID BUT TEACHER.

(The following parody on "Everybody Works but Father," written by Superintendent James H. Harris of Pontiac, Mich., was read by him in closing a discussion on "Teachers' Salaries," at the recent meeting of the Michigan State Teachers' Association:)

Everybody's paid but Teacher,
Carpenter, mason, and clerk,
Everybody's paid but Teacher,
She gets nothing but work.

Everybody works but Teacher,
Toiling day and night,
Everybody's paid but Teacher,
Drawing her slender mite.

Everybody's paid but Teacher,
Butcher, baker, and cook,
Everybody's paid but Teacher,
Grafter, fakir, and crook.

Everybody's paid but Teacher,
McCurdy, McCall, and Depew;
Everybody works (us) but Teacher,
Lawson, Harriman, and crew.

Everybody's paid but Teacher,
Paid with a scowl or a smile;
Everybody's paid but Teacher,
Whose work is not worth while.

Everybody's paid but Teacher,
Seeking her pay Above,
Everybody's paid but Teacher,
Living on ethereal love.

Everybody loves the Teacher,
Everybody gives her praise,
Everybody says she's a wonder,
But nobody offers her a "raise."

Everybody's paid but Teacher,
Everybody works but Teacher,
Everybody gets and everybody spends,
But nobody earns more than Teacher.

Teacher: An inheritance is something which descends from parent to child. Now, Annie, give me an example.

Annie: A spanking.

Teacher: Johnny, what would you do if another boy called you a story-teller?

Johnny (aged six): To my face?

Teacher: Yes.

Johnny: About how big a boy?

School Mistress: Johnnie, who was it that prompted you, then? I heard someone whisper that date to you.

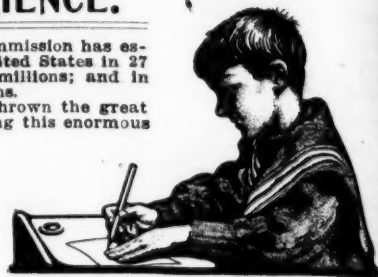
Johnnie: Please, ma'am, I expect it was history repeatin' itself again.

YOU CAN'T PLAY TRUANT FROM THE SCHOOL OF EXPERIENCE.

A member of the Isthmian Canal Commission has estimated that the population of the United States in 27 years will be one hundred and fifty millions; and in 47 years, two hundred and fifty millions. Upon the educational profession is thrown the great responsibility of instructing and guiding this enormous population in the right way.

Begin your part of the work at once by seeing that all the children in your schools are supplied with DIXON'S AMERICAN GRAPHIC PENCILS. A package containing samples of the pencils generally used in school work, will be sent to any teacher who mentions this publication and encloses 16 cents in stamps.

JOSEPH DIXON CRUCIBLE CO.
Jersey City, N. J.



Mother: Was not the gentleman who just passed us, the principal of your school?

Johnnie: No, he's only the feller wot bosses the teachers.

Too Polite.

One day a little boy came to school with very dirty hands and the teacher said to him:

"Jamie, I wish you would not come to school with your hands soiled that way. What would you say if I came to school with soiled hands?"

"I wouldn't say anything," was the prompt reply. "I'd be too polite."

Teacher: Now, Johnny, tell me the names of the principal Russian generals.

Johnny: I hate to do it, teacher; it sounds too much like cussin'.

"It costs a good deal to get a thorough college education, doesn't it, Henry?" asked one of his friends. "Naw!" responded the husky young athlete. "It ain't costin' me nothin'."

Teacher: Can you tell me the difference between "like" and "love"?

Small Boy: Yes, ma'am. I like my papa and mamma, but I love pie.

2 states (one for exclusive use), 2 cities of over 2,000,000 population, 7 cities of over 100,000 population and 18 cities of over 25,000 population have adopted the Southworth-Stone Arithmetics. Correspondence solicited.

BENJ. H. SANBORN & CO.,

BOSTON

NEW YORK

CHICAGO

Judson and Bender's GRADED LITERATURE READERS.

Reed and Kellogg's LESSONS IN ENGLISH.

Hutchinson's PHYSIOLOGIES. Peter's MODERN CHEMISTRY

MAYNARD, MERRILL & CO., Publishers

NEW YORK.

BOSTON.

CHICAGO.

THE JANUARY
How the Tempera-
plained

I find that so-
tilating system
the temperature
systems are com-
I will endeavor
It consists of an
a pressure of
all times. This
an inch pipe to
pneumatic valv-
At a convenien-
connected with
of which a part
sensitive to th-
curved at one
of a hairpin wi-
hairpin-shaped
end or leg; it is
perature. As
room remains t-
the position of
but as soon as
this metal wil-
shape and the
end or leg awa-
this it opens in
fine as a hair,
the instrument
which controls
the pneumatie
the line, and a
of pressure ent-
the heat off, j-
the steam off c-
tors. The pne-
as long as the
perature; high-
the heat is sh-
As soon as this
contracts. WI-
back to its for-
in the instrum-
becomes filled
controlling the
in the tank li-
pneumatic val-
The pneumatie
shoves it back
on again until
once more to a
this acts on c-
Fahrenheit th-
temperature.

I have had
ters are no goo-
the time, no m-
them doctored
the temperatu-

THE JANITOR'S POINT OF VIEW.

How the Temperature System Works Explained by a Competent Janitor.

I find that some still misunderstand the ventilating system of our schools, by thinking that the temperature regulating and the ventilating systems are connected. For the benefit of those I will endeavor to explain the Johnson system. It consists of an air compressor which maintains a pressure of fifteen pounds of air in a tank at all times. This tank has branch lines of $\frac{1}{8}$ of an inch pipe to each room and connects with a pneumatic valve at each radiator in the room. At a convenient place on the wall of each room connected with the line of pipe is an instrument of which a part is a composition of metals very sensitive to the temperature. This metal is curved at one end, and is similar to the shape of a hairpin with one end or leg cut short. This hairpin-shaped metal is held fast by the short end or leg; it is set at a position at a given temperature. As long as the temperature of the room remains the same, or below the given point the position of the metal will remain the same, but as soon as the temperature of the room rises, this metal will expand and on account of its shape and the way it is held it throws the longer end or leg away from its former position. By this it opens in the instrument an air outlet as fine as a hair, and causes a little diaphragm on the instrument to collapse. That acts on a valve which controls the air line between the tank and the pneumatic valve at the radiator. It opens the line, and air from the tank at fifteen pounds of pressure enters the pneumatic valve and shuts the heat off, just as if the teacher would turn the steam off on one of the old-fashioned radiators. The pneumatic valve now remains closed as long as the room remains at the same temperature; higher than the set degree. But as the heat is shut off the room soon cools down. As soon as this happens the hairpin-shaped metal contracts. When contracted enough to bring it back to its former place, it closes the air outlet in the instrument. The little diaphragm again becomes filled with air that changes the valve controlling the airline—namely, it shuts the air in the tank line off and allows the air from the pneumatic valve to escape into the atmosphere. The pneumatic valve then collapses and a spring shoves it back and open. The heat is now turned on again until the temperature of the room rises once more to affect the hairpin-shaped metal. As this acts on one or even on a half of a degree Fahrenheit the room is always kept at an even temperature.

I have had teachers tell me, "Your thermometers are no good. They show seventy degrees all the time, no more and no less. You must have them doctored." When I explained that it is the temperature of the room that is kept at sev-

enty degrees all the time or else the thermometer would soon move, and show the change and how this is done, they were astonished and very glad to have the explanation. Now with this and the explanation I gave on the ventilating system some time ago, it should be fairly well understood why and how windows should and can be kept closed in modern school buildings.

As far as the germ question is concerned, School has covered the point well by comparing it to the lady that swept the sea with a broom. It is those that cry that germs are flying in the school air that cry about the germs that are lying on the floor when floors are oiled to minimize the danger of germs. It is like sweeping the sea with a broom to satisfy some people.

JOHN S. GROSS, Janitor-Engineer
Public School 174, New York City.

COMMERCIAL EDUCATION AS A PROFESSION.

The wonderful development of the commercial interest of the United States has created an unprecedented demand for competent office assistants who within a few years will take the place of those in charge of these vast interests at this time.

Statistics from the International Employment Department of the Smith Premier Typewriter Company, Syracuse, N. Y., convey some idea of the constantly increasing demand for those possessing a commercial education, particularly an education which includes stenography and typewriting. During the past two and a half years, over 46,000 stenographers and general office assistants have been placed in desirable positions by the Company's Branch Office Employment Departments in the United States alone, their combined salaries amounting to over \$24,000,000.00. During the year 1905, 2,688 more calls were received for this class of assistants than the Company was able to supply.

The great commercial interest of the country at this time is suffering materially from the lack of dependable office assistants, and in view of the opportunities that are offered through these openings, students in our schools should



Get a sample of this Devoe School Color Box and see how superior it is to others; in quality of color and in all details.

This is our No. 2 Three Color Box; Carmine, Ultramarine Blue, and two cakes of Perfect Yellow; 2 quill brushes.

We send a sample free to teachers of drawing; with a catalogue of school supplies; the best assortment of school color boxes in the country.

Address Department 5 and mention this paper.

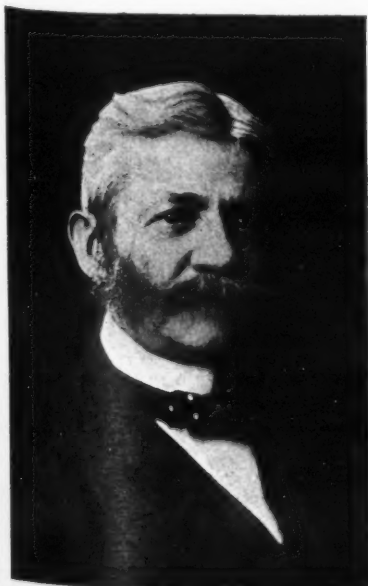
Devoe & Raynolds Co.

176 Randolph St., Chicago.
Fulton and William Sts., New York.
1214 Grand Ave., Kansas City.

consider this matter very carefully; particularly the young men, as they will soon be called upon to take the burdens of those now in charge of the different businesses of the country which will doubtless continue to increase as time passes.

"It's a poor rule that won't work both ways. Ours will!" is the inscription on a neat and attractive ruler which R. R. Johnson, manufacturer of the Johnson Window Shade Adjuster, 161 Randolph St., Chicago, is sending out with a view to the expansion of his business. The demand for his shade adjusters is growing rapidly. They are now being used extensively in school buildings throughout the country. The Ruler and a sample of Johnson's Window Stop with a 20-page booklet will be sent, upon request.

The handsome new high school erected at Delavan, Wis., has now been completed. It is thoroughly modern in every respect. Considerable study and care has been given to the problem of heating, ventilating, and lighting. Every room has an abundance of light which is controlled by the use of Burlington Venetian Shades with which the light is thrown to the ceiling and equally diffused throughout the room, making strong lights or deep shadows impossible. The blackboards are of the best grade of natural slate, the joints all having been ground and carefully fitted, giving the appearance of an unbroken surface. The blackboards and Venetian Blinds were furnished by M. H. E. Beckley, Chicago, Western distributor.



WHAT ARE YOU GOING TO DO ABOUT IT?

RELIABLE STATISTICS—400 pupils require \$1,000 worth of free text-books. \$1,000 worth of books decrease in value \$30 every month of school use. \$30 worth of the great HOLDEN BOOK COVER and Quick Repairing Material protects both the outside and the inside of \$1,000 worth of books, making them last *twice as long* and keeps them clean and neat. *If they did not* our business would not grow *every year*. 20 per cent. increase this year over last year. Order for opening school year.

THE HOLDEN PATENT BOOK COVER CO.

G. W. HOLDEN, President.

SPRINGFIELD, MASS.

M. C. HOLDEN, Secretary.

TEACHERS' SALARIES.

Brooklyn, N. Y. The Brooklyn Principals' Association has under discussion at its meetings the question of higher salaries for principals.

It is contended that a principal having a school of only twelve classes should not receive as much salary as one who controls a school containing forty classes. The increased responsibility should be commensurate with the salary.

Another argument advanced is the increased cost of living. A principal, with a principal's standing, should be able to maintain his social position. It is estimated that living has increased anywhere from 30 to 300 per cent, whereas the salaries have remained the same.

Boston, Mass. As a result of a deficit in the school funds last year more than \$40,000 have been withheld from the December salaries of the teachers. The legislature has been petitioned to permit the school committee to raise the amount.

St. Paul, Minn. The high school teachers have started on a campaign for increased salaries, and they propose to carry the fight beyond the school board, directly to the people. They have strong hopes of winning, provided the public is made acquainted with their necessities as compared with the ability of the school board to grant an increase.

The minimum salary of high school teachers is \$700 and the maximum is \$1,100. This applies to all except a few special teachers, who receive higher salaries. The scheduled increase is \$50 a year until the maximum is reached. There are about ninety high school teachers.

Detroit, Mich. A proposed resolution has been drafted by the teachers' committee of the school board which will affect the salaries of all teachers of Detroit. The following is set forth:

Each teacher, on receiving appointment, comes into a salary of \$450 per year. Those who are still in the first ten years of service working toward the maximum pay will get an increase of \$100 for the year, instead of the regulation \$50. This will affect 467 teachers.

Oswego, N. Y. The Teachers' Alliance, a local organization of two years' growth, has presented a petition for an increase in salaries to the Department of Education. It is stated that salaries have been raised all over the state, but at this city they have remained stationary.

Twenty-two cities, seventeen of them smaller than Oswego, have a maximum salary of \$650, while in the latter city the maximum is \$475. The increase in living and the advanced requirements in preparation and experience are arguments for an increase.

Indiana. State Superintendent of Public Instruction Fassett A. Cotton recently recommended that the teachers of his state perfect an organization to press the matter of higher salaries before the next session of the state legislature. The matter should be taken in hand by the State Teachers' association and a competent man appointed to carry on the work.

Detroit, Mich. The teachers' committee of

the board of education has formulated a schedule of salaries for the teachers, providing a general increase. The minimum is fixed at \$450 and the maximum at \$900.

It has been stated that during the year 1905 the salaries of the 24,000 teachers in elementary schools in Ohio averaged 72 cents a day.

According to State High School Inspector George B. Aiton of Minnesota the minimum for high school principals' salaries in that state is \$900. The minimum for high school teachers he states is \$450.

The average salary of male teachers in Maine was \$38.32 for the year 1905. The female teachers averaged \$7.37 per week.

In discussing the subject of teachers' salaries a comparison with street cleaners' wages is brought forward. Mr. Charles R. Skinner, formerly state school commissioner of New York state, has recently prepared a table comparing the salaries of street cleaners and teachers in some of our largest cities which may prove interesting.

| | Street Cleaners. | Teachers. |
|--------------------|---------------------|-----------|
| New York..... | \$631 | \$540 |
| Boston | 603 | 552 |
| Philadelphia | 503 | 470 |
| Buffalo | 450 | 400 |
| New Orleans | 461 | 315 |
| Atlanta | 300 | 250 |

Mr. Skinner is willing to admit that he detects a tendency on the part of teachers' salaries to increase, but the tendency is little more than barely perceptible. He has been able to find only four cities in the United States where the minimum pay of teachers is greater than that of street cleaners. It seems to be regrettable that such a comparison is possible as involving a class of public servants to whom no small share of the development of the children of the land is intrusted.

Appropriation to increase salaries of teachers of Detroit calling for \$110,000 yearly is under discussion by the school board.

The committee on instruction will report to the St. Louis Board of Education in favor of increasing the salaries of the public school teachers at the May meeting.

COMPULSORY SCHOOL LAWS AND THEIR ENFORCEMENT.

Concluded from page 5.

It sometimes seems as though every community needed an industrial school where the vicious boys might be gathered under the charge of competent instructors and redeemed from their vicious or weak home surroundings. No school or instructor can take a vicious or unruly boy and train him into decency and right doing when he is only under their charge for four or five hours a day. Such children need the hand of authority over them twenty-four hours out of every day. This explains the practical failure of the truant or ungraded school. Vicious children generally come from homes where the parents are either vicious or weak, and nothing but permanent removal from such influences will give them a chance to be educated in a way in which they should go. The state might well

Plaster
Casts

FOR DRAWING
AND MODELING:

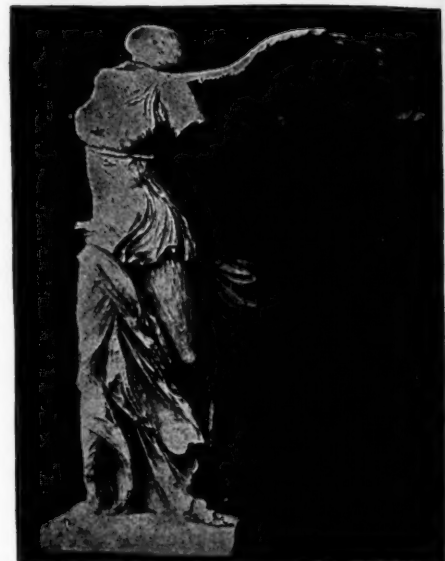
Reproductions from An-
tique, Mediaeval and
Modern Sculpture Etc.
for

SCHOOL ROOM
DECORATION.

These Art Productions have
never failed to receive the
highest award when placed in
competition with other makes.

C. Hennecke Co.
Formators.

Milwaukee, - Wis.



Send for Catalogue.

afford half a dozen industrial schools where these disturbing elements could be taken out of their own contaminating atmosphere and prevented from spreading their viciousness through the body of children with whom they daily come in contact.

The parents are the last and most important element within the purview of the Compulsory Education Law. They are of all grades of intelligence and ignorance. But the element that the compulsory law has most to consider, outside of the actually vicious parents, are those who, either through greed or necessity, practice deception in order to get their children at work before the law allows. Here the state steps in and through its department of labor pretty effectually prevents the employment of children of school age in manufacturing establishments. They are of course handicapped by the false swearing of parents as to age, and by some unscrupulous employers of labor. The labor unions are of great assistance in keeping down the employment of children of school age, to the benefit of the schools and the state.

Compulsory education laws depend for their execution largely upon the spirit of the community. Where the community is favorable to education and enlightened on educational subjects, their enforcement will be comparatively easy and simple. Where the community does not appreciate the value of education nor realize the disastrous effects of ignorance, their enforcement will be difficult. The more practical our primary and secondary education can be made, the easier it will be to convert a community to a realization of its value and the more anxious will they be to keep their children in school. The dollars and cents point of view may be a sordid one, but it has many arguments in its favor, even to the making of the world better and happier.

Troy, N. Y. One Smith Premier Typewriter purchased.

Only One Best
McDONALD-BUSINESS-INSTITUTE
MILWAUKEE, WIS.

TRUTH.

For twenty-three years the McDonald Business Institute has been advertised throughout the Northwest. We have been rewarded for our advertising, by having a large and thoroughly enterprising institution, in which we are preparing hundreds of young people for the business office. We teach Bookkeeping, Shorthand, Typewriting, Mathematics, Commercial Law and Penmanship.

BEGIN AT ANY TIME.

Catalogue Free.
Address McDonald Business Institute,
Matthews Building, 307 Grand Ave.,
Milwaukee, Wis.

USE

Eagle Lead

Compass

EAGLE P

SE

Chicago, I
in an experim
With this po
of the Engle
three sections
of girls, and
parative tests
system be giv
will be necess

In speakin
principal of c

"The pres
lazy boy to w
We are frequ
more boys in
have had the
away from u
you not attra

"In my c
schools, for
are girls' sch
years earlier
tem under w
tionally puts
under the sa
The oute
with interest
radical chan
board memb
idea.

PRINCIP

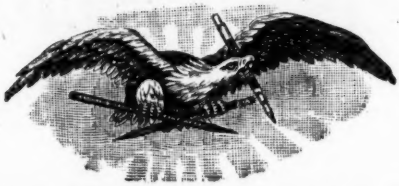
TEA

The Edu
Australia, is
principal of
W. T. Harri
missioner of
persons in A

The salar
rising by an
The engage
entering up
or otherwise

The prin
thority and
tion. The c
an average c
passing thro
fessional tra
the minister
college. He
and oversigh

WHY NOT?



USE THE BEST ON THE MARKET

Eagle Lead Pencils, Pen Holders, Steel Pens, Colored Pencils and Crayons.
Compasses, Rubber Erasers, Etc. Send for samples and prices to the
EAGLE PENCIL CO., 377-379 Broadway, New York.

SEGREGATION OF THE SEXES.

Chicago, Ill. Segregation of the sexes is to be tried in an experimental way in the high schools of Chicago. With this point in view the midwinter freshman class of the Englewood high school has been divided into three sections, one composed of boys, another entirely of girls, and still another with boys and girls. Comparative tests will be made and the advantages of each system be given at a certain period. No additional cost will be necessitated.

In speaking of the proposed innovation a prominent principal of one of the Chicago schools said:

"The present high school curriculum is driving the lazy boy to work and the girl into nervous prostration. We are frequently called to account for not holding more boys in our high schools. The truth is, we never have had them to hold. Other interests have held them away from us. The question might better be, 'Why do you not attract more of the boys to the high school?'"

"In my opinion, we need to provide more boys' schools, for nearly all our co-educational institutions are girls' schools. A girl of sixteen matures at least two years earlier than the boy of the same age, yet the system under which we are now working quite unintentionally puts them in the same group, to pursue studies under the same instruction."

The outcome of the experiment will be looked to with interest as upon its success depends a possible radical change in Chicago high schools. Many of the board members, however, look with disfavor upon the idea.

PRINCIPAL OF TRAINING COLLEGE FOR TEACHERS, NEW SOUTH WALES.

The Education Department of New South Wales, Australia, is inviting applicants for the position of principal of the Training College for Teachers. Dr. W. T. Harris, Washington, D. C., United States Commissioner of Education, will receive applications from persons in America.

The salary of the position will be £700 per annum, rising by annual increments of £25 to £800 per annum. The engagement will be for five years from date of entering upon the duties of the office, subject to renewal or otherwise at the end of that term.

The principal of the college will act under the authority and control of the Minister of Public Instruction. The college will be non-residential, and will have an average of four hundred students (male and female) passing through a two years' course of study and professional training. The principal will be responsible to the minister for the direction and management of the college. He will, in addition to the general direction and oversight of the work of the college, lecture on the

history of education and the principles and practice of teaching, and will superintend the practical training of students in the practicing schools and generally advise the minister on subjects connected with the training of teachers.

SPECIAL STUDIES.

Davenport, Ia. Thirty boys in the high school have petitioned the board of education to create a class in cooking for them during the second semester. The boys want to become proficient in the art, just as

girls are now permitted to become expert in manual training.

Memphis, Tenn. It was recently decided to introduce typewriting and stenography in the high school course.

Evanston, Ill. The board of education, after much discussion, has finally abolished vertical penmanship in the schools. It is to be superseded by a semi-slant system.

Decatur, Ill. It has been decided that manual training shall be placed upon the curriculum of the public schools.

The manual night school at Muskegon, Mich., is pronounced a marked success by the school board and the local press.

Chicago, Ill. A new organization called the School Club proposes to investigate the teaching of French and German in the public schools in order to find out whether this instruction is profitable or not. This action has been taken owing to a recent incipient movement antagonistic to German being taught in the public schools.

Binghamton, N. Y. The board of education is considering a change in the writing books used in the schools. The vertical system will in all probability be discontinued and a medial slant adopted.

Altoona, Pa. The Pennsylvania Railroad company has installed in the high school a complete set of apparatus for teaching young men the practical details of railroading. A comprehensive course of lectures and practical demonstrations has been arranged to become part of the regular course of work in the school. The shops of the company are located in Altoona.

Waterloo, Ia. Manual training has been introduced in the curriculum of the high school.

Iola, Kans. Manual training has made its initial appearance in the public schools. The courses provide for instruction for both sexes.

Marshalltown, Ia. Manual training is to be introduced in the high school.

Chicago, Ill. Permission has been granted the superintendent of schools to admit boys in grades below the seventh who are over age to the manual training classes. Manual training is confined to the seventh and eighth grades and boys in the lower grades, who most need the work, will now receive its benefits.

Toledo, Ohio. It is planned to appoint a penmanship instructor who will instruct the pupils in the high school part of the time, and the remainder equally divided among a number of ward schools. The recent change from vertical to a modified slant penmanship has made it more difficult for teachers to impart adequate instruction in this line.

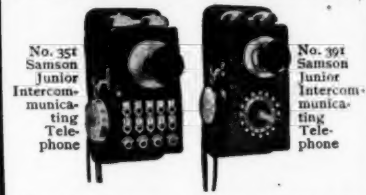
Physical training is to be added to the Freeport, Ill., high school. The new gymnasium is in readiness.

The Missouri Board of Agriculture is meeting a demand for lectures on farming before the school children and their parents. The experiment is warmly approved.

Philadelphia's public school gardens, which were conducted last season on the vacant lots of the city, flourished under the patient cultivation of more than 2,000 boys and girls, so that not only were numerous unsightly lots made attractive, but at least 850 poor families were aided in the struggle for existence.

NOW FOR TELEPHONES

"Tallow Candle"
Is the present method of
SCHOOL COMMUNICATION



School, Lowell, Mass. School, Greenfield, Mass.

ECONOMY OF TIME

Note writing in schools should be as obsolete as ancient stone writing. The tendency towards shorter school sessions necessitates elimination of every unnecessary task of principal, teacher, or scholar. We term the convenience of telephones secondary to the economical advantage.



Telephones for Schoolrooms

UNINTERRUPTION

The telephone avoids nine tenths of all school interruptions. The visits of janitor, scholars with messages, and teachers, are discontinued. Book agents, solicitors, and undesirable visitors receive a courteous but quick dismissal through the ante-room telephone. They get no further.



"Annunciphone"
Telephone
Switchboard
Installed in
Grammar Schools,
Minneapolis, Minn.

COST OF INSTALLING

We furnish inexpensive but practical telephone systems adapted to the requirements of small schools, while high schools, normal schools, and colleges are equipped with every economy and convenience known to the telephonic art. Specifications for installing and estimates of cost submitted on receipt of floor blue-prints, with crosses designating location of phones.



"Rotokoll"
Telephone
Switchboard
High School,
Nauvutuck, Conn.

PRACTICABILITY

Before inaugurating our school telephone advertising campaign, we conclusively demonstrated by time tests of actual installations, the practicability of our apparatus. Accompanying illustrations show types of our inexpensive, medium, and the most up-to-date systems.



Combined
"Rotokoll"
Telephone
and Bell System
Normal
School,
Chicago, Ill.

DESCRIPTIVE MATTER

"School Telephone" Bulletin, No. 6, carefully illustrating and describing eight distinct systems, and "Telephone Practice" Bulletin, No. 7, illustrating actual installations, mailed on request.

ELECTRIC GAS LIGHTING CO.

TELEPHONE SPECIALISTS
21 years of electrical specialty experience
We have the plant, the men, and the experience
115 Purchase St., Boston, Mass.
BRANCHES:
CHICAGO TORONTO SAN FRANCISCO
970 Monon Bldg. 130 Bay St. 519 Mission St.

"DELTA" WASTE POKE

Pat. Sept. 20, 1898

Especially designed for School Desks and larger size for School Rooms. A modern substitute for a basket. Neater, Cheaper, Better. Always in place. Cannot be tipped over or spilled. Occupies no floor space. Made in 3 sizes. Used by the children, it inculcates the habit of neatness.

ORDER DIRECT, OR THROUGH YOUR SCHOOL SUPPLY HOUSE

DELTA MFG. CO.

SOLE MANUFACTURERS

131-147 Fulton Street - CHICAGO, ILLS.





ALABAMA.

Anniston—Two-story school will be erected at Hobson City.

ARKANSAS.

Bates—School is well under construction.

CALIFORNIA.

Berkeley—Plans have been prepared for the erection of a sixteen-room high school on Bancroft way, between Grove street and McKinley avenue. Sacramento—Competitive plans will be prepared for construction of a high school. Rialto—Voted to issue bonds from \$10,000 to \$15,000 for erection of school. Monrovia—School to be erected east of Myrtle avenue and the Orange avenue school will be repaired. Auburn—The plans of Architect R. A. Herold, San Francisco, were adopted for the erection of a \$45,000 high school.

COLORADO.

Trinidad—Accepted the plans of Archts. Rapp Bros. for the erection of an 8-room school costing \$35,000. Greeley—Plans have been prepared by Archts. Roeschlaub & Son, Denver, for erection of a 2-story, \$25,000 school.

CONNECTICUT.

Stamford—Plans preparing for erection of a 2-story, \$30,000 parochial school; architect, Jas. C. O'Brien. New Haven—A site was purchased in the Horace Day district for the erection of a school, and the plans will be drawn by Archts. Allen & Williams. Glastonbury—School to be erected. Stafford Springs—Work on the Crow Hill school is progressing rapidly.

DISTRICT OF COLUMBIA.

Washington—The plans of Archts. Geo. B. Post & Son, New York, N. Y., approved for the erection of the George Washington University buildings in Van Ness Park. Memorial hall will be erected first.

GEORGIA.

Augusta—The plans of Archt. Lewis F. Goodrich were selected from the plans of twenty-seven competing architects. The building will contain twenty-five rooms and will cost about \$80,000. Atlanta—\$25,000 has been appropriated for the construction of a school on the corner of Pryor and Doane streets. Competitive plans have been prepared. Columbus—A school for Muscogee county is being erected.

ILLINOIS.

Jacksonville—Plans have been prepared by Archts. Coleman & Pierson for the erection of a 2-story gymnasium and domestic science building for the Illinois Woman's College; cost, \$17,000. Elgin—It is planned to rebuild the George P. Lord school, recently destroyed by fire. Chicago—Archt. A. D. Perkins has completed plans for the 3-story, 26-room school; cost, \$175,000. Rockford—Approved the plans of Archts. Beadle, Galesburg, and F. A. Carpenter for the high school addition. Granite City—The plans of Charles Pauly & Son have been accepted for the erection of a \$35,000 school. Joliet—Voted to erect a new school. Manhattan—Site is being selected for the erection of a school.

INDIANA.

Indianapolis—3-story addition to the Convent of Good Shepherd, Raymond and Illinois streets, planned by Archt. Geo. V. Bedell; cost, \$30,000. Logansport—Accepted the plans of Archt. J. W. Gaddis, Vincennes, for erection of a \$20,000 school. Winchester—Archt. A. Grindie, Muncie, is preparing plans for erection of an 8-room school costing \$18,000. Fortville—Plans are

being prepared for the erection of a high school; cost, \$8,000. Lyle—\$16,000 school to be erected. Laporte—A country school costing \$15,000 will be erected in Pleasant township. Hope—Plans have been completed for the erection of a school. Wingate—Plans of Archts. H. H. Richards and George W. Vancleave, Chicago, Ill., have been accepted for the erection of a school. Terre Haute—Archt. J. G. Vrydagh has completed plans for erection of a school between Plum street and Eighth avenue. Valparaiso—Plans are being prepared for a \$15,000 school.

INDIAN TERRITORY.

Lindsay—Plans for a \$10,000 school have been decided upon.

IOWA.

Ft. Atkinson—Archt. Martin Heer, Dubuque, has plans for the erection of a 2-story Catholic school; cost, \$9,000. Cascade—Plans have been prepared for an 8-room school according to plans of Archt. Harry E. Netcott, Independence. Waterloo—School will be erected in Home Park addition.

KANSAS.

Ablene—\$35,000 in bonds will be issued for the erection of a high school and a ward school. Salina—A school costing between \$12,000 and \$14,000 will be erected to replace the South Park school recently destroyed by fire. Portis—School to be erected in joint union district No. 19. Kansas City—Negro manual training school will be erected.

KENTUCKY.

Shepherdsville—Plans for a 2-story, \$6,000 school by Archts. Thomas & Bohen, Louisville. Louisville—A site has been purchased on Linden, near Floyd street.

LOUISIANA.

Pass Christian—A resolution has been adopted to issue \$25,000 in bonds for the erection of a school.

MASSACHUSETTS.

Worcester—Plans for the addition to the Union avenue school will be drawn by Archt. Stephen C. Earle.

MICHIGAN.

Kalamazoo—Competitive plans of Archts. Bradley & Allen, Ft. Wayne, Ind., were accepted for erection of a \$50,000 school. Manton—Bonds amounting to \$8,000 will be issued to erect an addition to the school. Agricultural College—Plans have been completed by Archt. E. A. Bowd for erection of a \$100,000 engineering building. Ida—Archts. Bradley & Allen, Ft. Wayne, Ind., have plans for school. Grosse Point—Plans preparing for the erection of a 2-story school by Archts. Stratton & Baldwin, Detroit. Greenville—Archts. White & Hussey, Lansing, are preparing plans for a 2-story, \$20,000 high school. Chelsea—Plans have been drawn by Archt. Peter Dederichs for a parochial school for St. Mary's parish; cost, \$20,000. Fairview—\$20,000 in bonds will be issued for the erection of a school near Jefferson avenue. Portland—Plans are being prepared by Detroit architects for a 2-story parochial school.

MINNESOTA.

St. Cloud—Plans are being completed by Archt. C. H. Johnston, St. Paul, for a 3-story, \$25,000 school building for the State Normal School. Excelsior—Plans have been completed by Archt. E. S. Stebbins, Minneapolis, for addition to school. Detroit City—To erect school.

BIDS WANTED.

Sealed proposals will be received at the office of the Clerk of the Board of Education of Portsmouth City School District, Scioto County, Ohio, until 12 A.M. Friday, March 23d, A. D. 1906, for about 2,870 square feet of slate blackboards, 600 school desks and other furniture needed to furnish a twelve room school building now being erected by said Board.

Bids will be received for both the furniture and blackboards together, and also for each separately.

Bids for furniture to be received "F. O. B. Factory," also "delivered at Portsmouth, Ohio," and also "placed on floor ready for use;" furniture to be in Portsmouth by August 20th, A. D. 1906, and "placed on floor ready for use" by September 1st, A. D. 1906, if bid is so accepted. Bids for desks to be received for three sizes.

Blackboards to be 3 1/4 feet wide and to be in Portsmouth, Ohio, by August 20th, A. D. 1906; bids for same to be received both "F. O. B. Factory" and "delivered at Portsmouth, Ohio."

Each bid must contain the name of every person interested therein, and must be accompanied by a sufficient guarantee of some disinterested person, in a penalty equal to one-quarter (1/4) of the amount of bid, that if the bid is accepted, a contract will be entered into, and the performance of it properly secured.

Each bid must be endorsed on the envelope with the bidder's name and state what is bid upon.

The said Board of Education reserves the right to reject any one, or all of the bids, or parts of the bids, or to waive defects, should they deem it to the interests of the said Board so to do.

By order of said Board of Education.

WM. L. REED, Clerk.

LEWIS & KITCHEN

Heating and Ventilating Engineers

CHICAGO—KANSAS CITY

MANUFACTURERS OF MODERN APPARATUS

DRY AND FLUSHING CLOSETS

SEPTIC TANKS

GARBAGE CREMATORIES

433 Wabash Ave.
CHICAGO

Ninth and Broadway
KANSAS CITY

Hibbing—Plans by Archts. W. R. Parsons & Son Co., Des Moines, Ia., are now ready for the high school to be erected. Winona—Voted to bond the district for the sum of \$22,000 for building a school. Fawndale—School to be erected. Grand Rapids—The erection of a \$50,000 school is contemplated. Willmar—A high school will be erected at a cost of \$25,000.

MISSOURI.

Kansas City—Archt. Smith is preparing plans for an addition to the Central high school. Springfield—It has been decided to ask for an issuance of bonds to the amount of \$50,000 for erecting an addition to the high school and also to enlarge the ward schools. Nevada—\$50,000 in bonds will be issued for the erection of a high school.

NEBRASKA.

Lincoln—Archts. Fiske & Dieman are preparing plans for a woman's building for the University of Nebraska. Omaha—Site has been selected at the southwest corner of Sixteenth and H streets and plans will be prepared for the erection of a school.

NEW JERSEY.

Deutzville—Plans of Archt. Harry A. Hill, Trenton, have been adopted for the erection of a 4-room school. He has plans also for a \$100,000 school to be erected on Tyler street adjoining the high school. Atlantic City—Archts. Davis & Davis, Philadelphia, Pa., have plans for erection of a 3-story school. Gloucester City—3-story high school will be erected according to plans prepared. Montclair—Plans have been completed for the erection of \$150,000 high school to be located at Hillside avenue and Orange road. Jersey City—Work on the high school is progressing rapidly. John T. Rowland, Jr., is the architect. Newark—About \$1,000,000 will be needed for the purchasing of sites and erecting schools.

NEW YORK.

Albany—Law school to be erected at a cost of \$100,000. Gilbertsville—Plans have been drawn by Archt. Lacey for improving and enlarging the school building; cost, \$10,000. New York City—4-story, \$90,000 school to be erected according to the plans of Archt. C. B. J. Snyder. Plans for a \$15,000 school to be erected on the south side of 45th street were prepared by Archt. Say-

KNAPP & WEST

Schoolhouse Architects

353 Colman Building, Seattle

CORRESPONDENCE SOLICITED

Especially adapted to Schools and Colleges.

Johnson's Window Shade Adjuster.

For Lowering or Raising the Shade Roller to any part of window, placing Light and Ventilation under perfect control. The Shade Roller hangs in brackets that work on the window stops. Send for Booklet and free sample of the Johnson Window Stop and Shade Bracket. Leading Architects specify our stops.

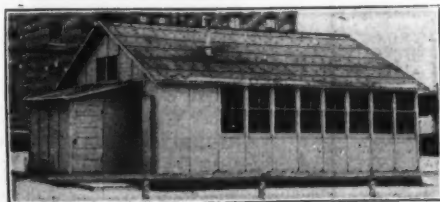
R. R. JOHNSON, Mfr.
161-163 Randolph St., Chicago.



AMERICAN PORTABLE HOUSE CO.

Manufacturers of

Portable Houses of all descriptions
Permanent Homes, Summer Residences
Camps, Bunk-Houses, Churches, etc.



School House.

We make a specialty of Portable School Buildings. Now in use in nearly all sections of the United States. Our Patent Construction insures a building that is absolutely dry, warm, well ventilated and healthy. Correspondence solicited. Write for catalogue, plans and prices to

Office, Room 335 Arcade Bldg., Seattle, Wash.



Are used exclusively by the
CHICAGO PUBLIC SCHOOLS
Mfgd. by
Harry D. Kirk,
Madison and Canal Sts.,
CHICAGO, ILL.

der. Olean—Bids will be received until March 19th for erection of a \$10,000 school. South Brooklyn—Site has been selected for the erection of a school at Avenue T and Homecrest avenue. Depew—The site purchased on the Terrace Boulevard will be used for the erection of a school this year. Canandaigua—School to be erected. Geneva—An annex will be erected to the school on Prospect avenue. Owego—Site on Main street selected for the erection of a school. Niagara Falls—Site on Thirteenth street in the Fifth ward selected for the erection of a 10-room, \$30,000 school.

NORTH DAKOTA.

Crystal—\$10,000 addition will be built to the school; architect, Joseph Bell DeRemer, Grand Forks. Sarles—4-room, \$8,000 school will be erected. Grand Forks—Archt. W. J. Edwards has prepared plans for the addition to the Wilder school. Harvey—Bonds will be issued for the erection of a school. Bismarck—Have approved site selected for erection of the Indian school. Forman—To erect a school at a cost of \$10,000. Edinburg—Voted to erect a four room school.

OHIO.

New Philadelphia—The erection of a 1-story, \$14,000 school is contemplated. Coshocton—2-story, \$15,000 parochial school to be erected according to the plans of Archt. P. N. Pettit. Bowling Green—Bids will be received until March 10th for the erection and completion of a 3-room school. S. P. Stewart & Son are the architects. Cincinnati—Archt. A. Kunz, Jr., has been selected to prepare plans for a 2-story, \$50,000 parochial school. Middletown—To issue \$68,000 in bonds for the erection of the Central high school. Mount Marie—Academy to be erected for the Sisters of the Holy Humility of Mary, Villamaria, Pa. W. P. Glnther, Akron, is the architect. Alger—Plans for an 8-room school have been prepared by Archt. B. F. Matthews, Lima. Columbus—Archts. D. Riebel & Son have plans for two schools. Phalanx Station—Bids will be received up to March 22d for the erection of a 4-room, centralized school. Address C. E. Harshman, clerk, R. F. D., Phalanx Station. Collinwood—\$90,000 in bonds will be issued for the erection of schools. Plans will be made by a Cleveland architect. Cleveland—Six portable schools will be erected at a cost of \$1,200 each. Jackson—School will be erected in Clayton district, Washington township, to replace the one destroyed by fire. Canton—Plans for an 8-room, \$30,000 school at Crystal Park have been completed. Wellston—The erection of a Memorial Hall, the first floor to be used as a high school, is contemplated. In the past two years three schools have been erected, and as the City Council cannot build a high school the city will be asked to donate \$20,000. Athens—From the plans submitted by twelve architects, the plans of E. C. Van Leyen, Detroit, were accepted. Akron—Preliminary plans have been submitted by Archt. Milton E. Harpster for the high school annex. Zanesville—Archts. Harry C. Meyer and F. S. Barnum, Cleveland, have completed plans for the erection of a high school to cost \$130,000.

OKLAHOMA.

Ponca City—A 2-story, 8-room school will be erected at a cost of \$14,000. South McAlester—Work on the \$45,000 high school has commenced.

OREGON.

Springfield—Archt. John Hunzicker, Eugene, is preparing plans for erection of a 2-story, \$10,000 school.

PENNSYLVANIA.

Philadelphia—3-story parochial school to be erected on Gaul and Berks streets planned by Archts. Watson & Huckel. Unlontown—Parochial school to cost between \$30,000 and \$35,000 will be erected. Wilkinsburg—12-room, \$60,000 school to be erected on Franklin avenue. York—Archt. B. F. Willis has been appointed to prepare plans for the new Thirteenth ward school. Cost will be about \$30,000. Salem—School will be erected in Pittsgrove township. Abington—Plans have been submitted for the erection of a \$40,000 high school. Edwadsdale—8-room school will be built to replace the Mt. Hunlock school recently destroyed by fire.

PRISM GLASS
FOR LIGHTING SCHOOL ROOMS
NEW YORK PRISM CO., 473 W. Broadway, N. Y.

The Latest and Best Sanitation

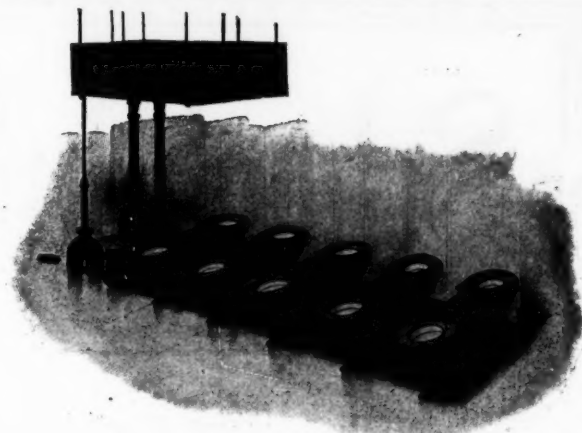
All Sewage matter and Foul Gases are IMMEDIATELY DISCHARGED FROM BUILDING BELOW BREATHING LINE by NELSON AUTOMATIC VENTILATED WATER CLOSETS, LATRINES AND URINALS.

Highest Award—"Grand Prize" and "Gold Medal" at St. Louis Universal Exposition, 1904

If you are without sewers, but have water supply you can use above sanitary fixtures with the NELSON SEPTIC SEWAGE DISPOSAL SYSTEM.

Write for booklets to

N. O. NELSON MFG. CO., St. Louis, Mo.



Nelson Ventilated Double Latrines
Used in all New St. Louis Schools and in over fifty other places

SOUTH CAROLINA.

Wards—To rebuild school destroyed by fire.

SOUTH DAKOTA.

Rapid City—\$25,000 has been appropriated for the erection of an Indian school. Millbank—A school costing between \$30,000 and \$40,000 will be erected.

TENNESSEE.

Knoxville—Archt. R. F. Graf of Barber Kultz has completed plans for the erection of a \$25,000 school at Middleboro. Ashland City—High school will be established and a \$5,000 school will be erected. McKenzie—The high school has been completed at a cost of \$8,000.

TEXAS.

Brenham—Archt. C. H. Page, Jr., Austin, has plans for a 2-story college building for the Blinn Memorial. South Austin—A consolidated three-room school will be erected. Huntsville—Plans nearly completed for replacing the school destroyed by fire. Greenville—\$17,000 worth of bonds will be issued for the erection of a school in the West Ward.

UTAH.

Monroe—2-story, 10-room school will be erected. Clinton—Open bids will be received until March 15th for the erection of an addition to the Twelfth district school. Address J. T. Burnett, clerk, R. F. D. No. 2, Hooper.

VIRGINIA.

Portsmouth—Plans are being prepared by Archt. Edward Overman for a \$30,000 school. Norfolk—\$900 has been appropriated for the preparation of plans for two new schools.

WASHINGTON.

Aberdeen—Plans have been prepared for a 10-room, \$18,000 school by Archt. G. W. Bullard, Tacoma. Bids will be received until March 10th. Kennewick—The Irrigation site was selected for the erection of a school. Endicott—\$10,000 school will be erected. Sprague—\$21,000 in bonds will be issued for the erection of a school. Seattle—Plans submitted by Archts. Breitung & Buchinger have been selected for the erection of the House of Good Shepherd; cost, \$75,000.

WISCONSIN.

Oakfield—Archt. J. E. Hennen, Fond du Lac, is preparing plans for alterations to the high school; cost, \$4,500. Sagole—Plans have been prepared by Archt. W. W. DeLong, Appleton, for the erection of a 2-story, 4-room school. Gay Mills—Archts. Parkinson & Dockendorff, La Crosse, have completed plans for a 4-room school which will cost \$6,000. Delavan—\$60,000 high school planned by Archts. Chandler & Park, Racine, is completed. Bennett—Consolidated school will be erected to contain 8 rooms. Haugen—\$6,000 school will be erected. Milwaukee—Plans have been adopted for the erection of a school at Military and Walker streets costing between \$20,000 and \$22,000. Algoma—Archt. W. E. Reynold, Green Bay, has the plans ready for the erection of a school. Baraboo—Adopted plans for a \$75,000 high school which will replace the one destroyed by fire. Barron—Have selected Thorl, Alban & Fisher, St. Paul, Minn., to prepare plans for the erection of a \$26,000 school. Eau Claire—Plans are being prepared for the erection of an 8-room school in the First ward. Port Washington—It has been decided to erect a parochial school, for which plans will be prepared. Monroe—New drawings have been completed by Archts. Claude & Stark, Madison, for the erection of a high school.

Books Received.

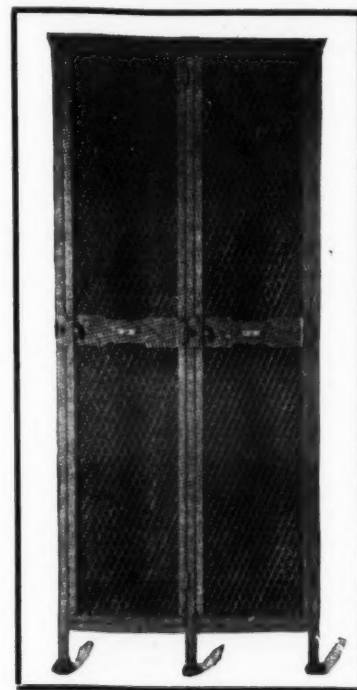
Berry's Writing Books. Books I to V. Inclusive. By B. D. Berry. Published by B. D. Berry & Company, 378 Wabash avenue, Chicago, Ill.

The Physical Nature of the Child, and How to Study It. By Stuart H. Rowe, Ph. D., Brooklyn, N. Y. 211 pages. Price, 90 cents. The Macmillan Co., N. Y., Boston, Chicago.

LOGKERS for Schools
Ventilated Sheet Steel

Churchill & Spalding,
468 Carroll Ave. Chicago, Ill.

LOCKERS



EXPANDED METAL

and Sheet Steel Clothes Lockers, Material Closets, Metal Shelving and Enclosures made by us have points of superiority over all others.

Used in Schools, Colleges, Clubs and leading branches of Y. M. C. A. Gymnasiums.

Write for Catalogue.

MERRITT & COMPANY
1130 RIDGE AVE. PHILADELPHIA

FOR School Public AND Public School

Fac Simile Portrait of Dr. Wm. T. Harris

A Word About the Original.

The famous German artist, HERR ROBERT SCHADE, who has painted the portraits of many eminent men and women of both Europe and America, recently completed a successful painting of Dr. William T. Harris, the United States Commissioner of Education, Washington, D. C. This portrait is pronounced by those who know intimately the distinguished educator, and who are also an authority on works of this kind, as being a most remarkably lifelike production.

The artist happily succeeded in securing a facial expression, characteristic of his subject, and one with which his thousands of friends and admirers in the educational life of the United States, are familiar. The face is brought out in somewhat stronger physical vigor than the Doctor manifests at this time. The artist has here lent his subject something of the physical robustness implied by his intellectual strength.

What Others Say About It.

A Great Service.

The beautiful portrait of Dr. Harris has been framed, and now occupies a prominent place in the office. It is admirable in expression, coloring and every other particular. You have done a very great service in making this reproduction of the painting and in placing it within the reach of Dr. Harris' friends of whom there are so many.—Dr. Irwin Shepherd, Sec'y N. E. A., Winona, Minn.

Best Ever Seen.

The beautiful portrait of Dr. Harris has been framed and placed in the Assembly Room of the Board of Education. It is one of the best pieces of work I have ever seen.—F. Louis Soidan, Superintendent of Schools, St. Louis.

Like an Original.

You do well to tell us it is a reproduction, else we might have thought you had sent the original. We will carefully frame and hang it in our office.—G. & C. Merriam Company, Springfield, Mass.

Is Excellent.

The copy of oil painting of Dr. Harris is excellent.—James L. Pennypacker, Mgr. Christopher Sower Co., Philadelphia.

Simply Superb.

It is superb.—H. R. Pattengill, Editor, Moderator-Topics, Lansing, Mich.

Is Admired.

We admire the picture of Dr. W. T. Harris and think it a fine piece of work.—Kindergarten Magazine Company, Chicago, Ill.

Highly Prized.

You cannot imagine how highly I prize this picture. It is much the best portrait of Dr. Harris I have ever seen.—Dr. O. M. Baker, Springfield, Mass.

A Splendid Reminder.

I admire very much the beautiful copy of Dr. Harris' portrait. I shall have it framed and put up in the office of the American Book Company, knowing that it will not only be an ornament, but will be a reminder of a great man, one whose range of thought and versatile pen have not been as fully appreciated by the American people as might have been expected.—Charles J. Barnes, Mgr. American Book Company, Chicago.

Tenders Appreciation.

Allow me to express my appreciation for the portrait of Dr. Wm. T. Harris. I shall have the picture framed.—E. G. Cooley, Superintendent of Schools, Chicago.

A Permanent Place.

The excellent portrait of Dr. Wm. T. Harris will have a permanent place in my office.—W. C. Martindale, Supt. of Schools, Detroit, Mich.

Sustains All Claims.

The Dr. Harris portrait, it seems to me, fully sustains all the claim you make for it. It is a most excellent reproduction in color and I will immediately have it framed to hang in my private office. It is a good work of art, and it seems to me is an excellent likeness of Dr. Harris.—Wm. S. Mack, Mgr. The Prang Educational Company, Chicago.

A Magnificent Picture.

I shall give the magnificent picture of Dr. Wm. T. Harris a conspicuous place in my office.—Edward Brooks, Supt. of Public Schools, Philadelphia, Pa.

Will Value It.

It is fine. I am having it framed and shall value it highly.—C. A. Sibley, Sibley & Co., Boston, Mass.

Considered Beautiful.

Your beautiful picture of Dr. Harris is already framed. It is positively a gift.—C. U. Birchard, C. C. Birchard & Company, Boston, Mass.

Much Pleased.

The fac-simile oil portrait of Dr. Wm. T. Harris is excellent. I am very much pleased with it.—Henry P. Emerson, Supt. of Education, Buffalo, N. Y.

\$1,000 Painting Reproduced.

In order that this work may reach the eyes of others it has been reproduced, with the color-stone process, requiring twelve distinct printings. Every characteristic of the canvas and the brush, every shade and color, are brought out just as they are found in the original. The reproduction is a distinct achievement in modern color work in that the copy can scarcely be distinguished from the original oil painting.

The production of this work cannot, owing to the great financial outlay involved, be regarded as a strictly commercial enterprise. It is rather a tribute to America's greatest educator in that it will preserve for posterity a true and lifelike portrait of him who has accomplished so much for the cause of education.

Our Offer.

| | |
|---|--------|
| American School Board Journal 1 year..... | 1.00 |
| The Wm. T. Harris Portrait..... | 5.00 |
| Total..... | \$6.00 |

All for \$2.50

The Harris Portrait will be securely packed and mailed, post-paid, to any address in the United States, its foreign possessions and Canada.

How the Reproduction was Made.

After the original oil painting was completed, it took skilled artists several months to discern and pick out the various shades and colors employed and transfer their equivalent upon huge stones. These stones, twelve in number, begin with apparently meaningless shades, followed by some strong color only to be subdued by the next—and so on, until with the aid of the last stone the portrait is brought out with all the life and naturalness and the brush and canvas effects of the original painting.

Dear Sir:—

Enclosed please find \$2.50 for which send to my address The American School Board Journal and The Dr. Wm. T. Harris Portrait as per your published offer.

Name.....

City.....

State.....

For Office, Home and School Room Decoration.

The deep and rich coloring of the canvas makes the picture an attractive ornament aside from the fact that the subject itself makes it an appropriate one. The size is 17x21, which is most suitable for framing purposes.

As a subject for schoolroom decoration it is most appropriate and will prove a daily inspiration to the students. In the home as well as office its presence on the walls is a constant tribute to the cause of education, and will add dignity to the surroundings.

THE AMERICAN School Board Journal

NEW YORK.

CHICAGO.

MILWAUKEE.

Wm. Geo. Bruce,
Publisher,
Milwaukee,
Wis.